

PROCEEDINGS

Twenty-First Annual Conference

OF THE

*National Association of
Deans and Advisers
of Men*



President Dean D. H. Gardner, University of Akron

Vice President Dean G. W. Stephens, Washington University

Secretary-Treasurer Dean Fred H. Turner, University of Illinois

Executive Committee—The Officers and

Dean J. F. Findlay, University of Oklahoma

Dean H. E. Lobdell, Massachusetts Institute of Technology

Dean J. A. Bursley, University of Michigan

Dean D. S. Lancaster, Member at Large

Dean Scott H. Goodnight, University of Wisconsin

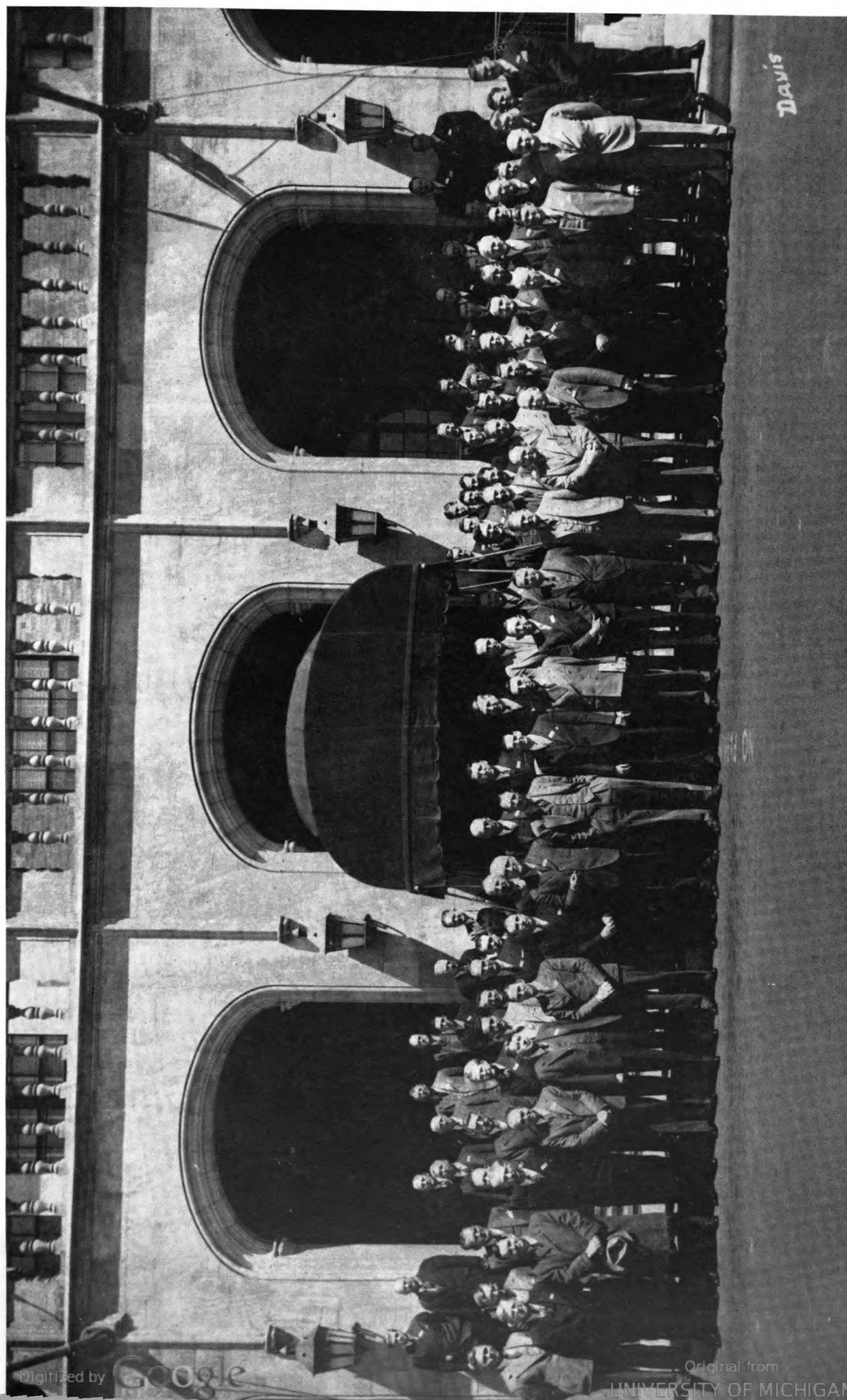


Held at

HOTEL ROANOKE

Roanoke, Virginia

APRIL 13-14, 1939



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Twenty-first Annual Conference
of the
National Association of Deans
and Advisers of Men

ROANOKE, VIRGINIA

APRIL 13-14, 1939

THURSDAY MORNING SESSION

APRIL 13, 1939

The Twenty-first Annual Conference of The National Association of Deans and Advisers of Men, held April 12-14, 1939, at Hotel Roanoke, Roanoke, Virginia, convened at nine-forty o'clock, Dean D. H. Gardner of the University of Akron, President of the Association, presiding.

President Gardner (University of Akron): Will the Twenty-first Annual Conference please come to order.

I think some explanation is necessary or would be interesting as to why we happen to be meeting in Roanoke this year. As you are aware, at Wisconsin it was decided that we wanted to meet away from a campus and get into an environment where we could spend the days together without too many diversions. Some people felt we had been making too many trips which interfered too much with the opportunities for discussion, so Gatlinburg was selected.

I think most of you are aware by this time that Dean Massey died suddenly last September. When the Executive Committee met in the fall, they decided to try to select a place which would meet as nearly, in geography and climate, the conditions at Gatlinburg, and also to avoid meeting specifically at an institution. You can appreciate that it was difficult to accept any previous invitations or go to any new places and embarrass a new host, and so the Executive Committee after considerable thought, turned the matter over to Dean Lancaster to try to select a place for us in the South which would broaden your accent.

At any rate, we decided to come to Roanoke and most of you will agree, I think, that there is no more charming a place to meet. The Management of the Hotel here wants you to make yourselves at home, and it is the purpose of this Conference this year to make you feel at home.

Dean Turner informs me that we have a large registration of around 80 right now, which is rather unusual. I want to assure you that this

Conference is the return to the type of thing which you said you wanted—the informal Conference. There are few papers and the idea is to create as much discussion as we can.

The Executive Committee is particularly interested in having you give your suggestions as to this idea of meeting, occasionally at any rate, away from an institution, and Dean Bursley as Chairman of the Committee on Nominations and Place, will receive your suggestions and criticisms. If you care to invite the Conference for next year, please give your invitations to him this morning.

We have usually opened our Conference with an address of welcome from the President of the host institution. As we have no host institution specifically today, although Washington and Lee have been very gracious, I will use a letter from Stanley Coulter who will not be with us.

For those of you who are new to the Association, Stanley Coulter is rather the mentor of this group. He is, I think, 86 years old this year. He has not missed many other meetings. This one he cannot attend. His vision is not good any longer, but his mind is keener than most of those I see present here. (Laughter). I will say that his mind is keener than all of those here as I look at the first row at any rate. (Laughter).

So, rather than start with an address of welcome, I know of no better way than to read this brief note from Stanley Coulter:

"I am asking President Gardner to read you this letter, and by 'you', I mean Deans and Advisers whom I have known for years and also those I hoped to meet at Roanoke on the 13th and 14th.

"I had gone so far as to engage rooms at the Hotel and make some very scrappy notes of my talk. However, a series of matters—some rather serious, others very annoying—have arisen which seem to make it saner to stay at home.

"I have never had warmer friends, or more inspiring associations than those coming to me through my fairly constant attendance at these meetings. I will miss those I have known and be disappointed at not meeting those who are taking up the work which we of former years are leaving. To all of you my warm affection and wishes for your success.

"Life is the supreme adventure before the young. What a worthy life is and how it may be achieved is the supreme duty of Deans and Advisers to get into the minds of youth—not as a bit of mere knowledge, but as a force so compelling as to determine purpose and conduct.

"Today you are needed in the colleges and universities more than ever before, but your visions of your goal as Deans

must be clear, your purpose unchallenged, your courage without bounds. This is the message I would have you keep as a memory of me: 'Look well to this day, for it is life'.

"I am really distressed beyond words not to be able to see you face to face.

"To you, 'builders of men', all hail and God speed.

Sincerely,

(Signed)

Stanley Coulter"

Mr. Louis H. Dirks (DePauw University): I make a motion that we return to him a telegram of acknowledgment from this Conference.

Mr. C. T. Olmstead (University of Michigan): I second the motion.

President Gardner: It is a very good idea and we will do that.

I will now appoint the Committee on Resolutions.

....The following were appointed....

Dean J. H. Julian, University of South Dakota, Chairman

Dean Fred Mitchell, Michigan State College

Dean J. E. Williams, Virginia Polytechnic Institute

Dean Louis H. Dirks, DePauw University

Dean L. S. Corbett, University of Maine

President Gardner (University of Akron): Now, we are ready to go into this program. The idea of this Conference is to get you talking, exchanging ideas and at least mixing your thoughts.

In 1932 we presented a survey of the functions of the Deans of Men. The Executive Committee felt that it might be wise to review this situation after a passage of about seven years, to find out what, if anything, we are doing. So, the Secretary was instructed to recast the situation and bring the data up to date.

Without any further ado, I shall introduce that unknown member of the organization, the Secretary, Dean Turner, who will tell us of this survey.

Dean F. H. Turner (University of Illinois): Within the past two weeks, pre-prints of the second national survey of functions of student administration for men in colleges and universities of the United States conducted by the National Association of Deans and Advisers of Men have been mailed to all members of the Association. (See Appendix A). An explanatory statement prefaced the actual statistical material which was included in the report, giving the purpose of the study, the importance of comparing it with the first survey conducted

in 1932, and the advantage of the 1939 report, namely to show what functional changes have occurred in the past seven years.

The actual work of conducting the survey consisted of re-designing the questionnaires, mailing them, scrutinizing the returned questionnaires, and compiling the data returned. The statistical material in regard to questionnaires mailed and returned is as follows:

A. Questionnaires Mailed	516
B. Questionnaires Returned Complete	282
C. Questionnaires Not Returned	234
D. Questionnaires Returned (B) that were eligible for tabulation. Includes only those that carried some name indicative of the performance of functions of the Dean of Men, Dean of Students, Adviser of Men, Counsellor of Men, etc.	222
E. Questionnaires Returned (B) that were ineligible for tabulation	60
(College Deans, Personnel Directors)	
F. Number of (E) that were Directors of Personnel ..	16
G. Number of (E) that were Academic Deans, Faculty Advisers, etc.	44

In the questionnaire, the same general listing of functional questions was utilized as was used in 1932, so that definite comparisons could be obtained. Three questions were added at the end of the questionnaire which have brought some very pertinent replies which will be discussed later in the program. These questions are:

55. What functional changes have been made in your office duties during the past seven years?
56. What other agencies on your campus other than strictly academic offices deal with individual student problems?
57. Do any of these agencies overlap with your specific duties?

The method of compiling the data in regard to institutions was handled in exactly the same manner as the 1932 study, namely, to group the institutions by number of men students into the following groups:

- Exhibit 4A—Enrollment under 100 men.
- Exhibit 4B—Enrollment 100-249 men.
- Exhibit 4C—Enrollment 250-499 men.
- Exhibit 4D—Enrollment 500-999 men.
- Exhibit 4E—Enrollment 1000-1999 men.

Exhibit 4F—Enrollment 2000-3999 men.

Exhibit 4G—Enrollment 4000-5999 men.

Exhibit 4H—Enrollment 6000 and over men.

Exhibit 5 is a combined study comparable to Exhibit 5 in 1932, but Exhibit 6 is a new table in 1939 prepared to facilitate the study of changing ranking of functions in the various groups in the two studies, 1932 and 1939. Perhaps the most pertinent facts to be obtained from the study can be found in the scrutiny of Exhibits 3, 5, and 6.

It is suggested by the Secretary that these reports of the survey material be carefully preserved as this study is the most pretentious study of its kind that has been attempted by any official group, and the results are likely to be in considerable demand by all groups interested in functional studies of work with students.

President Gardner (University of Akron): As you glance through this, I think most of you appreciate the tremendous amount of work which Fred and his staff undertook to cover. Most of you shudder at the so-called statistical surveys, and I think most of us believe that there is little value to be gotten from them. After you peruse this a little while, however, you will notice that there are certain very distinct trends and other conditions which probably are of some moment to us as an Association and to most of us as individuals.

We therefore thought it would be wise to turn this over to one man who would be competent enough to analyze it and interpret it for us, one who shall I say, would understand the educational methods of doing such things as well as understanding the methods of interpreting them to a group such as we are.

The Executive Committee worked it over for some time and discarded each and every one of the members of the Executive Committee except one man, the only one apparently with an I. Q. over 90, to make the interpretation for us. As for Dean Lobdell and Dean Bursley, you understand why we had to drop them. (Laughter). So, we turned to Dean Findlay of the University of Oklahoma to return this survey for us. I think you will all agree that he is thoroughly competent to do it. Dean Findlay.

Dean J. F. Findlay (University of Oklahoma): Mr. President and Members of the Association: The data secured by the Secretary of the National Association of Deans and Advisers of Men should offer constructive ideas in at least six areas. In the first place, deans now in active service may find in this material, suggestions for improving their own work. In the second place, this data may be useful for those men who are contemplating entrance into the ranks of deans of men. In the third place, those who are in charge of developing the curricula in graduate schools which seek to provide courses for training future deans, may discover useful material in these findings. Fourth, all individuals interested in the trends which the dean's office is taking will

contemplate the results of this study with interest. Fifth, this survey should provide fact for continuation studies. And, sixth, this survey should assist the National Association in clarifying its own policies and objectives.

Before approaching an interpretation of the survey material, your attention should be called to several items connected with the technique used in the collection of these data. In the first place, please note that the number of institutions participating in the study is more than adequate to provide a reasonable base-spread and is thoroughly representative of the field being investigated.

In the second place, the makers of the instrument wisely saw to it that general functional areas were broken down into simple component parts. They thus relieved the investigation of one of the criticisms so common to many surveys of this type.

In the third place, it should be noted that though composite findings are made available for all institutions studied in the survey, these institutions are also broken down into comparable groups. The makers of the instrument wisely presented their findings by comparing comparable institutions.

In the fourth place, the technique used in the present survey makes it possible to produce general findings for the entire area of the dean's office regardless of institutional size. And, in the last place, the usefulness of this study is extremely accelerated by virtue of the fact that the same instrument and the same technique in applying it were used both in 1932 and in 1939. Thus, for comparative purposes, the data secured in 1939 can be properly compared to the data secured in 1932.

There are several criticisms of the instrument itself which may well be called to your attention. In the first place, some of the terms used have yet to be well defined in the educational world. For example, the phrase "educational counseling program" may mean one thing in one institution and a totally different thing in a neighboring university. For new deans approaching this field, this lack of adequate definition of the words or phrases used, might prove to be a serious handicap.

In the second place, not only are specific words or phrases in need of more adequate description, but an entire duty or function as given in the instrument may in some cases need definition in order to guarantee accuracy in the answer. For example, numbers 25 and 26 read respectively as follows: "Advise with Interfraternity Government" and "Supervise Fraternities". Lack of a definite demarcation between these two no doubt has led in some cases to difficulty on the part of deans in properly answering the questionnaire. This leads to the next criticism.

To the writer of this paper it appears that some of the items in the instrument may be said to overlap and, therefore, reduce the ac-

curacy of the results. For example, numbers 19, 20, and 21 read respectively as follows: "Analyze and Adjust Students Social Problems", "Analyze and Adjust Students Emotional Difficulties", "Analyze Students Moral Problems". It is quite evident that in many cases a student's social problem will involve at the same time emotional difficulties and moral perplexities, or a student problem which primarily may be classified as an emotional difficulty, will ramify itself into both the social and the moral spheres.

In the next place, the limitations of the survey method must not go unnoticed. Three points suggest themselves in this connection.

Generalizations may be unsound for certain specific units within the group for which the generalization is made. Is the distribution of frequencies sufficient in each of the eight groups to permit the deductions which may appear to be proper?

In the next place, the caution should be offered that there may be such diversity between institutions within a group as to make the composite figures representing that group unrepresentative.

Note also that personal opinion is the root from which the data come and not factual evidence. Outwardly the data appear to be objective in form. Actually they are subjective data, and therefore are open to all the criticisms which are commonly leveled at this type of source material. For example, if someone else had filled out the questionnaire at each of the institutions, it is possible that we would have found the results more or less different from the present findings. What the deans of men consider to be the proper rating of their various functions may not be found to be the opinion of such of their colleagues as the president, the dean of the college, the Chairman of the Board, and the faculty. It suggests that we as deans may have a fairly well defined conception of our proper area, but it also suggests that it is possible a very important segment or segments of the campus may not have a clearly defined mental picture of our work at all. It is singularly important that these particular individuals—the president, the other deans, the Chairman of the Board, and the faculty—should have clarity of perception of what our purposes are and how functionally we go about achieving those purposes. If this misconception does exist, it certainly suggests a rich area for further investigation, and what is more important, for personal activity in clarification at our individual institutions.

Let us now turn to specific interpretations of the data submitted. An examination of Exhibit 5, may suggest the following:

1. The common denominator of the deans' work remains much the same in 1939 as in 1932. The four items which ranked first, second, third, and fourth in 1932, are similarly ranked in the survey of 1939. It is worthy of note that the first three of these are specifically in the realm of student personal perplexities. It still appears that most of the deans of men continue to agree with the first dean of men, Thomas

Arkle Clark, when he said at the time of the 15th Conference that the essential quality of a dean is human understanding.

Though we may give much time to administrating, to supervising, to regulating, to penalizing, and to enforcing, this study points out these things are all less frequently performed than the main job of adjusting students' social, moral, and emotional problems.

One does not need to search far in the minutes of this Association to find repeated frequently the assertion that this interest in students' troubles was the origin of our work; it definitely appears from these data that present day deans no less than their predecessors consider this the basis for their continued existence.

2. Is there a change in our disciplinary function from responsibility for major infractions of the law by individual students to responsibility for the enforcement of general institutional regulations upon the students as a group? I call your attention to the fact that this exhibit shows a ranking of greater importance in 1939 than in 1932 for the following:

Penalize for infractions of social regulations—9 as against 13.

Regulate student participation in other than non-athletic extra-curricular activities—11 as against 15.

Enforcement of payment of student's private bills—12 as against 14.

Penalize students for infractions of student organization regulations—22 as against 31.

Grant excuses for class absences—25 as against 30.

Approve chaperons for parties—29 as against 34.

Enforce payment of students' institutional bills—41 as against 45.

3. It is wise to note that this survey is an investigation of PERFORMANCE, not an investigation of what the deans consider to be the most important functions as over against the least important ones. Thus it may be that some of the functions receiving rank such as, say: 18th, may for a fairly sizable group of deans be considered of far greater importance than the rank of performance would indicate. Since the present survey offers no information on the dean's opinions concerning the relative weight which in their judgment might be attached to each separate function, it suggests itself as a fruitful field for further investigation, to supplement the results secured by the present survey.

4. In Exhibit 5, the last seven items, which receive the lowest rank in the 1939 results received relatively the same ranking in the 1932 study. It is interesting to note that all of these low ranking seven have to do with functions which might be called academic duties. This suggests that both surveys attest to the fact that Deans of Men function more largely in another field than that of the Academic Dean

or the Dean of Administration. It would appear from this that there is some fairly discernible line of distinction between the Dean of Instruction and the Dean of Student Life in most of our institutions of higher learning.

An examination of the composite personal data offers the following points:

1. The question, "Do you teach in addition to your administrative duties?", was answered in 1932 by 204 deans, in 1939 by 222.

In 1932, 82.85 per cent answered "Yes".

In 1939, 81.53 per cent answered "Yes".

This does not indicate a marked trend toward a full-time, non-teaching type of deanship. But though the composite information for the entire group of deans thus shows a static situation, it is interesting to note a very different situation in three of the groups studied—Groups IV, V, and VI. These are respectively, institutions with male student populations of 500 to 999, 1000 to 1999, and 2000 to 3999. In 1932, 82 per cent of the deans in Group IV were teaching. In 1939 this per cent had been reduced to 54 per cent. In 1932, 81.4 per cent of the deans in Group V were teaching; in 1939, 69.5 per cent. In 1932, 61.5 per cent of the deans in Group VI were teaching. In 1939—a greater number were teaching—78.5 per cent.

These statements may seem interesting to many deans because some of us have assumed that the comparatively smaller institutions, during the depression, probably were asking non-teaching deans to take on teaching loads. Further, it has also been assumed in some quarters that the comparatively large institutions were gradually eliminating the teaching dean in favor of a full-time non-teaching dean of student life. The results secured from the examination of these three groups, though by no means conclusive, strongly suggest that neither of these assumptions is correct. It is true, however, that in the very small institutions there are few deans who do not carry a teaching load. The contrary situation also holds for the very large institutions. Moreover, in the smaller institutions, the teaching load of the dean very often approaches the full load required of the regular members of the faculty. And in the very large institutions, if the dean teaches, the teaching load is only nominal—from one to four hours weekly.

In 1937-38, the writer of this paper made a study of the history of the deanships at the institutions which hold membership in National Association of Deans and Advisers of Men. "Of the deans of men appointed during the first twenty years of the history of the vocation, considering the first deans only at these institutions, 35.7 per cent were men who were chosen from a background of natural science and math., and only 10.7 per cent were men who came from the social science fields. There has been a definite tendency to appoint deans in recent years from the teaching field receiving the least attention in

the early history of the vocation, and a corresponding tendency to appoint fewer men from the subject matter field receiving the most attention during the early years of the deans' history."

(Dissertation, J. F. Findlay, The Origin and Development of the Work of the Dean of Men—N. Y. U.) This assertion is borne out by the results of the 1932 and the 1939 surveys as shown by the following tabulation:

	1932	1939
Social Sciences	28.40%	27.62%
Natural Science and Math.	25.44%	19.89%
Education	14.79%	16.02%
Humanities and Fine Arts	11.24%	1.66%
Language and Literature	10.06%	13.81%

If education were to be classified in the general area with social sciences, as is the case in many institutions, the evidence would indicate that a young man desiring to enter the dean of men's work today would do well to consider an approach to it through the social science field rather than through such a teaching field as natural science, or in particular, the humanities.

"The increase in men from the social science field, if continued, may well leave its mark upon the point of view of the vocation itself. Simultaneously with the growth of this situation has gone a growth in the interest of deans in those phases of the work which lend themselves to the techniques of study characteristic of the social sciences. A resume of the programs of the National Association of Deans and Advisers of Men will show that an interesting emphasis has been laid upon studies of student economics, student social relations, and an examination of various phases of the dean's work itself. In all such studies the technique used has been typically that of the social sciences rather than that of the natural sciences. In a word, the dean of men's work is quite definitely in the area of the social sciences as far as its major activities are concerned. It should follow that men from these sciences and contributions of thought from them will play increasingly important parts in its development."

In this connection, an examination of the information secured on the question, "Have you taken a professional course to prepare you for the work of student administration?", reveals a growth of approximately 4 per cent in the number of men who have taken this type of training. In 1932, 28 per cent answered this question in the affirmative; in 1939, 32 per cent so answered. This indication should be of interest to graduate schools either now presenting courses in the professional training of deans, or contemplating the future inclusion of such courses in their curricula. It also should be of interest to those in the profession who have debated the question: "Are deans born or made?"

An examination of the data received on assistants to deans of men shows that 27 per cent of the deans in 1932 had one or more such staff

members. In 1939, 32 per cent reported assistants in their offices—a gain of 5 per cent. This may be significant in the face of the fact that most institutions have continued to scrutinize their budgets with great care during the past seven years. It suggests that these colleges and universities, even though operating on a depression budget, are cognizant of the needs and effectiveness of the deans' offices and are willing to increase the staff in proportion. No doubt in many of these institutions the increase in student enrollment and the addition during the past seven years of more duties to be performed by the deans' office, also have a relation to this staff increase. While on this subject, it is interesting to note that staff assistants are not confined to the larger schools. Schools in Group II and Group III with maximum enrollments of 250 male students and 500 male students respectively, have a number of such assistants, though it is true that in the latter group there are fewer such men now than seven years ago. For younger men who are interested in "breaking into" the vocation, this part of the survey will be of particular importance.

Answers to the question "To whom are you responsible?" show in 1939, as it did in 1932, that the preponderance of the deans are responsible directly to the President or head of the institution. 3.6 per cent in 1939 were responsible to the Academic Dean, while 5.7 per cent were so responsible in 1932. There has been much discussion during the recent years concerning the growth of personnel departments and their relationship to the work of the dean of men. In particular, there has been some discussion as to whether or not the director of personnel might be made a superior officer to the dean of men. The results of this survey, do not indicate either in 1932 or in 1939 that there are many such situations (3 in the former and 4 in the latter), and also do not indicate there is an appreciable trend in this direction. On the contrary, there are indications which suggest that the dean of men's office itself is taking over an increasing number of personnel duties and in some cases is becoming the personnel division of the institution.

This can be noted by examining some of the results coming from answers to question 55. The question reads: "What functional changes have been made in your office duties during the past seven years?" Among the answers are the following:

- 14 said "Expanded Counselling Service."
- 6 said "Made Director of Personnel Also."
- 10 said "Gradually Changing to Personnel."
- 5 said "Expanded Guidance Program."
- 3 said "Expanded Achievement. Record Service."
- 3 said "Added Testing and Guidance Department."

These all point directly to a growth of the personnel point of view within the deans' offices. In addition, there are other answers which indicate that commonly accepted guidance or personnel functions are in general being expanded. For example:

Student Employment and Financial Aid:

14 said "Made Director of NYA."

10 said "Added Employment Supervision."

6 said "Centralization of Financial Aid."

Housing:

7 said "Added Housing Supervision."

5 said "Added Dormitory Supervision."

Group Counseling:

6 said "Centralization of Student Organizations."

5 said "Added fraternity supervision."

3 said "Added social supervision."

2 said "Added supervision of extra-curricular activities."

2 said "Added Freshman Week."

2 said "Made Adviser to Student Senate."

A scrutiny of the results in full as given on page 32 of the findings of the survey will indicate that in general the deans' offices are adding to their functions, or duties, rather than the contrary. It may be said that enough material is offered in these findings to suggest that a process of consolidation, centralization, or coordination of the major out-of-class services to men students appears to be in process with the deans' office as the focus.

The question, "What other agencies on your campus other than strictly academic officers deal with individual student problems?", brings forward some very interesting answers, which in turn suggest the following interpretations. As might be expected, the agency which heads this list is the Dean of Women with 147. This number is surpassed, if we add the total for health service (121) to that for the college physician (27) and that for the college nurse (20), making 168 for those in charge of the physical welfare of students.

The next in order are Testing Bureau (41), Personnel Committee (28), and Faculty Counsellors (26)—all directly connected with the personnel service program of the institution. Then comes college deans with 21.

One interpretation of this information suggests the desirability of a closer fusion of the Dean of Women's office with that of the Dean of Men, possibly as the nucleus of the Personnel Division of the college or university. Certainly, it recommends a study of the possibilities for greater coordination and effectiveness of these two officials in presenting a united program to the campus as a whole. There is very little literature now available which concerns itself with the joint problems of deans of women and deans of men. Perhaps this is a fertile field for investigation and study.

It may not be true of a large number of campuses, but certainly it is true of some that the health service has grown up without much relation to the work of the deans' office. If this assumption is correct, much work needs to be done to define coordinating functions between the two services, to facilitate exchange of records, and to accelerate the rate of referrals between the two.

Testing bureaus and personnel committees are comparatively recent phenomena. What relationship to them should the dean of men have? How does their work affect that of the dean of men's office? What coordinating practices are found to be most effective and what are found to be least useful on the campuses having these bureaus and committees, and also deans of men? These and other questions offer themselves as worthy of further inquiry and study.

All this brings forward the question of the overlapping of the various agencies in dealing with individual student problems. Apparently it is a significant question for many deans. Seventy-nine answered "yes" to the question: "Do the duties of any of these agencies overlap with your specific duties?" 89 answered "No". Such a large number gave no answer at all (42), or gave a conditional answer (15) as to suggest, even in this group of non-committal deans, a recognition of a problem in this area. No doubt every one of us have had experiences on his own campus which have demonstrated how many fingers may be in a particular student's pie at a given moment—all no doubt with the motive of helping him, but all resulting too often in demoralizing or disgusting him because he is shunted about from one college officer to another. It is improbable that this problem can be fully eliminated because the dean does not wish to establish a strict isolationist policy for his office and because there are times when it is necessary for more than one agency of the institution to be brought to bear upon a solution of a student's perplexities. Nevertheless, a great deal of good conceivably could be accomplished on many campuses if a clearer definition of duties among the various student service offices might be arranged.

Two approaches to the "Summarized Table of Functional Rankings by Individual Groups," (Exhibit 6—Appendix A), are offered. For those deans who are particularly interested in the variation or lack of variation between the 1932 and 1939 studies as shown for the type of college or university which they serve, it is suggested that attention be given to all positive or negative changes of six or more points.

(If each Dean will circle the section with a pencil as it is read, the result at the end of the reading will show the "hot-spots" in functional change.)

In group II, note:

There are no major changes in ranking until question 23 is reached.

Question 23 produces a 12 point gain in rank

Question 26 produces a 10 point loss in rank
Question 28 produces a 9 point loss in rank
Question 29 produces an 8 point gain in rank
Question 33 produces an 11 point loss in rank
Question 39 produces a 16 point loss in rank
Question 40 produces a 9 point loss in rank
Question 45 produces an 11 point gain in rank
Question 50 produces a 19 point gain in rank
Question 51 produces a 9 point gain in rank

In group III, note:

Question 2 produces a 12 point loss in rank
Question 3 produces a 19 point loss in rank
Question 4 produces a 15 point loss in rank
Question 7 produces a 9 point loss in rank
Question 10 produces an 11 point loss in rank
Question 23 produces a 7 point loss in rank
Question 24 produces a 6 point loss in rank
Question 27 produces an 11 point gain in rank
Question 30 produces a 7 point gain in rank
Question 32 produces a 17 point gain in rank
Question 40 produces a 14 point gain in rank
Question 41 produces a 6 point loss in rank
Question 42 produces an 8 point gain in rank
Question 44 produces an 8 point loss in rank
Question 45 produces an 11 point loss in rank
Question 46 produces a 6 point gain in rank
Question 49 produces a 10 point gain in rank
Question 50 produces a 10 point gain in rank
Question 51 produces an 11 point gain in rank
Question 52 produces an 11 point gain in rank

In group IV, note:

Question 3 produces a 9 point gain in rank
Question 6 produces a 9 point gain in rank
Question 9 produces a 14 point loss in rank
Question 10 produces a 6 point loss in rank
Question 16 produces a 16 point loss in rank
Question 24 produces a 6 point gain in rank
Question 27 produces an 11 point gain in rank
Question 28 produces a 7 point gain in rank
Question 29 produces a 7 point loss in rank

Question 30 produces a 10 point loss in rank
Question 37 produces an 8 point loss in rank
Question 40 produces a 9 point gain in rank
Question 41 produces a 6 point gain in rank
Question 42 produces a 9 point gain in rank
Question 43 produces a 6 point gain in rank
Question 46 produces a 16 point loss in rank
Question 48 produces a 6 point gain in rank
Question 49 produces a 13 point gain in rank
Question 51 produces a 27 point loss in rank
Question 53 produces a 9 point gain in rank

In Group V, note:

Question 3 produces a 7 point loss in rank
Question 7 produces a 16 point gain in rank
Question 8 produces a 9 point gain in rank
Question 9 produces a 16 point gain in rank
Question 17 produces a 13 point loss in rank
Question 23 produces a 14 point gain in rank
Question 27 produces a 6 point loss in rank
Question 28 produces a 12 point loss in rank
Question 33 produces a 6 point gain in rank
Question 36 produces a 12 point gain in rank
Question 37 produces a 13 point gain in rank
Question 38 produces a 16 point gain in rank
Question 39 produces an 18 point gain in rank
Question 40 produces a 10 point loss in rank
Question 42 produces a 10 point gain in rank
Question 44 produces an 18 point loss in rank
Question 47 produces a 10 point loss in rank
Question 48 produces a 12 point loss in rank
Question 49 produces an 18 point loss in rank
Question 50 produces a 12 point loss in rank
Question 52 produces a 12 point gain in rank
Question 54 produces a 9 point loss in rank

In group VI, note:

Question 1 produces a 9 point gain in rank
Question 2 produces a 10 point loss in rank
Question 4 produces a 6 point loss in rank
Question 8 produces an 8 point gain in rank
Question 11 produces an 8 point gain in rank

Question 16 produces a 13 point loss in rank
 Question 18 produces an 8 point gain in rank
 Question 27 produces a 6 point gain in rank
 Question 30 produces a 12 point gain in rank
 Question 31 produces an 11 point gain in rank
 Question 32 produces a 10 point gain in rank
 Question 35 produces a 13 point loss in rank
 Question 39 produces a 21 point loss in rank
 Question 40 produces a 10 point loss in rank
 Question 41 produces a 21 point loss in rank
 Question 42 produces a 6 point gain in rank
 Question 44 produces a 7 point loss in rank
 Question 45 produces an 8 point gain in rank
 Question 47 produces a 6 point gain in rank
 Question 48 produces a 7 point gain in rank
 Question 49 produces a 17 point gain in rank
 Question 50 produces a 13 point gain in rank
 Question 51 produces a 9 point gain in rank

An examination of these results will show:

Question:

Number of groups showing a
fluctuation of six or more
points in rank:

Question 1	1 group
Question 2	2 groups
Question 3	3 groups
Question 4	2 groups
Question 6	1 group
Question 7	2 groups
Question 8	2 groups
Question 9	2 groups
Question 10	2 groups
Question 11	1 group
Question 16	2 groups
Question 17	1 group
Question 18	1 group
Question 22	1 group
Question 23	3 groups
Question 24	2 groups
Question 26	1 group
Question 27	4 groups
Question 28	3 groups
Question 29	2 groups
Question 30	3 groups
Question 31	1 group

Question:	Number of groups showing a fluctuation of six or more points in rank:
Question 32	2 groups
Question 33	2 groups
Question 35	1 group
Question 36	1 group
Question 37	2 groups
Question 38	1 group
Question 39	3 groups
Question 40	5 groups
Question 41	3 groups
Question 42	4 groups
Question 43	1 group
Question 44	3 groups
Question 45	3 groups
Question 46	2 groups
Question 47	2 groups
Question 48	3 groups
Question 49	4 groups
Question 50	4 groups
Question 51	5 groups
Question 52	2 groups
Question 53	1 group
Question 54	1 group

Thus, the functions on which the widest fluctuation within groups is shown are these:

- 3: Supervise orientation courses.
- 23: Administer student scholarships.
- 27: Regulate student participation in other non-athletic extra-curricular activities.
- 28: Regulate student participation in athletics.
- 30: Supervise social calendar.
- 39: Recommend students for remedial psychiatric treatment.
- 40: Supervise mental health clinic.
- 41: Supervise vocational counselling program.
- 42: Supervise placement of part time workers.
- 44: Supervise vocational follow-up program.
- 45: Grant excuses for class absences.
- 48: Penalize students for class absences.
- 49: Penalize students for chapel or assembly absences.
- 50: Penalize students for infractions of student organization regulations.
- 51: Penalize for infractions of social regulations.

The above interpretations are made by means of a comparison of the various groups. A second approach to these data is offered by taking them as a whole unit in themselves.

If an examination of the change in rankings of the functions is made, not by groups, but by taking the entire list of institutions as a composite, we find that:

Function 42: Supervise placement of part time workers, and

Function 50: Penalize students for infractions of student organization regulations, both rise 9 points in rank from 1932 to 1939. (This is done by subtracting the last two columns of figures, each from the other—Exhibit 6.)

Function 16: Officially administer educational counselling program,

Function 39: Recommend students for remedial psychiatric treatment, and

Function 46: Enforce automobile regulations, all lose 7 points in rank from 1932 to 1939.

Function 40: Supervise Mental Health Clinic, loses 6 points in rank from 1932 to 1939.

Function 4: Conduct research in student problems, loses 5 points in rank from 1932 to 1939, while

Function 32: Approve chaperons for parties, and

Function 45: Grant excuses for class absences, both gain 5 points in rank from 1932 to 1939.

The rise or fall in rank, and in all remaining cases will be found to be below 5 points.

Finally, it is interesting to note that the least fluctuation occurs in those functions rated 1, 2, 3, and 4, and in those functions rated 50, 52, 53, and 54. They remained in exactly the same order of rating in 1939 as in 1932. Thus the extremes of frequency of performance—highest and lowest—appear to have made no change in seven years.

In the Secretarial notes of the Nineteenth Annual Conference of the National Association of Deans and Advisers of Men held at the University of Texas in 1937, will be found a paper by Dr. W. H. Cowley, on the topic, "The Disappearing Dean of Men." (pp. 85-99). He suggested that the future may produce three alternatives for deans: 1. The dean may become the head of the personnel division in his particular institution; or 2. The dean may seek to maintain his status quo; or 3. The dean and his office may be absorbed by other departments and both may disappear from the academic scene. Or to quote him directly: (pp 97) "Some deans of men will be promoted to larger responsibilities, others will continue on their present rank level, and still others will be out of the picture entirely."

The same alternatives were also suggested in another paper given at the Texas convention under the title "The Origin and Development of the Work of the Dean of Men," (pp 104-121) which was climaxed by a statement from Dr. R. L. Kelly, then Executive Secretary of the Association of American Colleges. He said: "The history of the Dean of Men's work, therefore, must evidently deal not only with the rise of Deans of Men, presumably, but also with their fall." (pp 120).

The present survey provides an interesting check-up on these earlier assertions. In the first place, 15 institutions indicated that the office has been recently created while the data as provided by the survey committee does not indicate any institution has discontinued the dean and his office. In the second place, as has already been pointed out, the metamorphosis of the old-time dean's office into a personnel dean's office is evidently taking place on a wide scale as shown by the growth of personnel services clustering around the dean of men's department and as shown by the number of deans of men who are definitely being delegated the responsibility for the institution's personnel program. And in the third place, it appears that the dean is not only being thrust by circumstances into the thick of the personnel service problem, but he is increasingly choosing to prepare himself for service in this comparatively new field.

While we are considering the transfer of the dean of men's functions from the strictly administrative field to the field of personnel service, it may be wise to clarify this transfer by making a brief comparison between the 54 functions as listed in our own survey of 1932 and 1939, and the functions of a personnel service department as outlined by the American Council on Education. This outline comes from a brochure published, after careful and painstaking study, in June, 1937. It is entitled: "The Student Personnel Point of View." (American Council on Education Studies, A Report of a Conference on the Philosophy and Development of Student Personnel Work in College and University, Series I, Volume I, Number 3, pp. 3 & 4.)

There are 23 functions which a personnel service should render. Permit me to read the list, while you make mental notes as to whether or not this outline of functions covers the same area as that of our own questionnaire. (The figures which follow each of the next items refer to the function number as found on pp 4 and 5 of the survey report.)

"1. Interpreting institutional objectives and opportunities to prospective students and their parents and to workers in secondary education. (1)

"2. Selecting and admitting students, in cooperation with secondary schools. (1, 7)

"3. Orienting the student to his educational environment. (2, 3, 10)

"4. Providing a diagnostic service to help the student discover his abilities, aptitudes, and objectives. (17, 19, 20, 21, 41)

"5. Assisting the student throughout his college residence to determine upon his courses of instruction in light of his past achievements, vocational and personal interests, and diagnostic findings. (16, 17, 41)

"6. Enlisting the active cooperation of the family of the student in the interest of his educational accomplishment. (1, 2, 7)

"7. Assisting the student to reach his maximum effectiveness through clarification of his purposes, improvement of study methods, speech habits, personal appearance, manners, and so forth, and through progression in religious, emotional, social development, and other non-academic personal and group relationships. (18, 19, 20, 21)

"8. Assisting the student to clarify his occupational aims and his educational plans in relation to them. (41)

"9. Determining the physical and mental health status of the student, providing appropriate remedial health measures, supervising the health of students, and controlling environmental health factors. (33, 36, 37, 38, 39, 40)

"10. Providing and supervising an adequate housing program for students. (34)

"11. Providing and supervising an adequate food service for students. (35)

"12. Supervising, evaluating, and developing the extra-curricular activities of students. (24, 25, 26, 27, 28, 29)

"13. Supervising, evaluating, and developing the social life and interests of students. (30, 31, 32)

"14. Supervising, evaluating, and developing the religious life and interests of students. (21)

"15. Assembling and making available information to be used in improvement of instruction and in making the curriculum more flexible. (11, 12, 13, 14, 15)

"16. Coordinating the financial aid and part-time employment of students, and assisting the student who needs it to obtain such help. (22, 23, 42)

"17. Keeping a cumulative record of information about the student and making it available to the proper persons. (5, 6, 8, 9)

"18. Administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved. (18, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54)

"19. Maintaining student morale by evaluating, understanding, and developing student morales. (19, 20, 21)

"20. Assisting the student to find appropriate employment when he leaves the institution. (43)

"21. Articulating college and vocational experience. (41)

"22. Keeping the student continuously and adequately informed of the educational opportunities and services available to him. (16)

"23. Carrying on studies designed to evaluate and improve these functions and services. (44)"

I will not take your time to read the tabulations, but I have checked each of the 54 functions on our questionnaire against the American Council's outline. No single one of the 54 fails to find a place in the Council's list. If we assume that the Council's list is inclusive of all services which might well be included in personnel work, it therefore offers us an acceptable standard for measurement of our own offices. We have already assumed that the results of our own survey are representative of the functions now being performed by deans of men, therefore, the result of this comparison strongly suggests that the deans of men are more than in process of becoming personnel workers but are now personnel officers, whether they are fully aware of it or not.

For those who may be interested in gaining a more extensive perspective in point of time on the growth and development of the duties of Deans of Men, reference is made to Ernest Wiesle's doctor's dissertation, "An Analysis of the Duties of the Office of the Dean of Men in Universities and Colleges," University of Chicago, 1928. Also, for recent source material and for information which complements the present survey of functions at many points, reference is made to J. F. Findlay's doctor's dissertation, "The Origin and Development of the Work of the Dean of Men in Higher Education," New York University, 1938.

In 1933, at our convention then being held at Ohio State University, Dean Armstrong is quoted as saying: "I believe that the time has come when the student on the campus, the chief administrative officer in the institution, and the Dean of Men should be able to say more about the latter's work than 'I don't know really what it includes'. People have the wrong idea about Deans of Men—inadequate ideas. Now, where are they going to be informed about it—what is the source? In my estimation it must come from the dean of men first, an articulated concept, even if that concept is subject to change, and an adequate dissemination of knowledge in the educational field and on our campuses as to what we are and as to the resources which we need to fulfill our functions adequately." In my estimation the work of the Secretary and his staff in carrying the heavy labor of following up on the survey of 1932, deserves the commendation and thanks of the entire membership of this Association, because their work provides us with a long step forward toward the goal which Dean Armstrong's remarks pointed out.

But, around this work in surveying our functions in 1939, there may be said to gather a few suggestions for pushing out our frontiers still further by additional research and study. These are offered for your consideration:

First: Having isolated our functions by rank in performance, would it not be well to continue the study by inquiring as to the relative importance of these same duties, one to the other? If some are definitely more important than others, we would do well to know which ones, and thus make such data and core of our functional development.

Second: Experts in such fields as tests and measurements, psychiatry, health service, vocational guidance and others, are offering to the educational world literature which describes the techniques and methods which they find useful. Though we deans appropriate many of these for our own use, it is probable that many deans in active work have developed still other methods and practices which they find very useful and effective. There is no growing literature of this information. Would not a definite contribution be made to our work, if deans would publish abstracts or studies of their methods and techniques in certain of the functional areas in which the office serves?

Third: Dean Tolbert once offered the suggestion to this conference that these and other research papers bearing on such problems as student housing, student loans, student employment, and so forth would serve much more widely than they now do if information about them might be made available at some central point in our organization. He pointed out that in a number of institutions, investigations of superior quality have been made in recent years, only to be lost in the dust of the institutional archives. Would it not be possible to uncover much of this material and make it useful to deans who need it?

Fourth: Those of us who have sampled courses for deans in various graduate schools have often felt that portions of the subject matter lacked direct connection with the aims and purposes of this Association. Also, some of these courses ought to be more closely related with the practical aspects of the Dean's work, and less with educational theory. Is it wise for our Association to communicate with the major graduate centers suggesting that deans of long service in the work and of high academic standing are available for, at least, summer instruction? It might serve to put content into present courses, and at the same time eliminate from the field some of the course work offered by instructors who have never had actual experience in the subject matter which they are attempting to teach.

Fifth: At one time on a past convention floor, a speaker suggested the desirability of establishing each summer a "pilgrimage for deans of men." The idea was, for those deans who might be interested, to spend four weeks in a given summer intensively studying how the work is done on four campuses. A week with each of four deans who are known to be doing a strong job, ought to be even more enlightening and effective than any other type of instruction.

And the sixth: To urge better placement of our product. By that, I mean the younger men who are being trained in our offices.

One of our functions is to induct new blood into the profession. It is a sad commentary that we have a considerable number of excellent assistant deans who are fully qualified to step into larger positions of responsibility, and yet we have no effective way of knowing when vacancies occur or of putting the weight of our organization behind the process of placement. Too often, a choice is made of someone who has no better personal qualifications than these young men and who has no experience or training for the work. Is it not high time that we should give some consideration to this problem, not only for the sake of the individual men who might be placed, but also for the continued improvement of the level of our work?

Thank you. (Applause).

President Gardner: (University of Akron): I personally feel you have done a magnificent job. I feel that we have listened to an epoch-making paper.

Now, we have plenty of time for discussion. This afternoon we are going to have continued discussion from other men. But, right now I would like to throw it open to you for questions, discussion, comments or suggestions. I know there is plenty of discussion and some of us would like to hear it.

Mr. T. W. Biddle (University of Pittsburgh): Dean Findlay spoke with respect to the professor training which deans had received, and it was surprisingly low. I wonder just what professor training assistants have received and did not report. That was not included in the report.

President Gardner (University of Akron): The report did not include that, but I think it is an important question.

Dean Turner (University of Illinois): If you will remember at the Philadelphia meeting we had a study there on the preparation for the position of dean of men, and I think I can turn right to the summary of that—in the 1936 minutes. If you have access to that you can check up on it.

President Gardner (University of Akron): Are there any other questions? I would like to hear your comments myself, particularly on the suggestions which Dean Findlay had to make—essentially this point 6 about the problem of placing young men entering into this field and the opportunities for it. Does anyone have any suggestions or comments to make about that?

Mr. Earl J. Miller (U. C. L. A.): I just wanted to raise the question in connection with a study of this kind. I wonder if the Association might work in the direction of suggesting which of these functions we think should be assigned to the deans of men, and perhaps exercise some influence on the trend.

In other words, this gives the tabulation of the functions that have been assigned to us—the powers that be. Perhaps there is a certain

amount of stopping of functions or dumping of functions that no one else wants to perform. In the first ten or fifteen it seems to me there are most of the vital functions for which we should have a great deal of time, and I am wondering if either in a discussion here or perhaps in the further development of this study for another year, if there might be value in this Association trying to select functions which we think most important in valuable work which we can do in trying to direct the trend in the future rather than just tabulating the things that have been assigned to us.

President Gardner (University of Akron): That was, I think, what Dean Findlay had in mind primarily by his first suggestion—that is: A study of the relative importance of these functions to the various deans. Am I not correct about that?

Dean Findlay: Yes.

President Gardner (University of Akron): What would be the Association's pleasure about being subjected to a questionnaire in the ensuing year similar to this, asking you to rate the importance of these functions in your judgment and also in your functional operations on your own campuses in order that we might be more objective? I think we must all bear in mind what Dean Findlay said in the beginning, that this is what might be termed "subjective".

This is our opinion. There has been a study or there is one in the course of being completed in which they have asked the administrative officers interested in these fields to indicate their judgment of the relative importance of these functions and then asking the other administrative officers, at least one or two, to rate them. If we did it ourselves, we would also have some comparative data to use. What is your feeling about that? Is there any objections to having our Secretary continue such an operation for the ensuing year? Are there any objections or criticisms of it? If not, we will assume that the Secretary will burden himself with that task for the next year.

Mr. Miller (U. C. L. A.): I think that would be helpful to me along certain points because I can see from the analysis and from discussions that I have heard in the past, that considerable agreement is present as to certain functions that are major functions or should be for all of us. It would be helpful to me to get that expressed in definite form by the Association in trying to direct the trend in all institutions.

Dean Vincent W. Lanfear (University of Pittsburgh): I am wondering if we are speaking of these subjective valuations. Of course each of us thinks our own work is very important, and you suggested there that other administrative officers probably might be called in to give their ideas as to the value of our work.

In the schools of business and engineering and other places, they have been trying to measure the value, quality and importance of the

different courses and different work, and in so doing they have gone to the students, the seniors and the alumni. After all, that is what counts—what the students themselves get from what we are giving. Is it possible for us to do something like that and see what the value of our work is to the students themselves and to the alumnus after he has been out for a while? I do not know if that is possible, but schools have done that.

President Gardner (University of Akron): Do any of you have any suggestions to offer about the mechanics for such procedures and the importance of each of these functions in their minds? Are there any suggestion to offer, or shall we endeavor to get the Secretary to try out several methods of doing it? I assume it would have to be done locally which might prejudice the data of course.

Mr. W. S. Guthrie (Ohio State University): We have a survey on now on our campus through the Bureau of Educational Research. They were sent to about 1,000 students and only about 600 were returned. May 1 there will be a preliminary report on the attitude of students toward extra-curricular work. It answers a lot. It would tell a good bit about the officers, the counsellors, the student activities and all the other things we think about in curricular life.

President Gardner (University of Akron): We might be able to use that for a guiding point for other data collecting methods.

Mr. J. J. Somerville (Ohio Wesleyan University): While we are thinking in terms of this subject, it might be well, not only to include students, but faculty, because that is one place where our work needs a better understanding than it has now at the present time.

Mr. J. E. Price (University of Florida): We are faced with one situation in Florida which seems definitely to tie in with the things that have been discussed. That is, the purposes and functions of the deans and student officers as counselling agents. There has developed in the State, the title "Dean of Men" in the high schools. He is a truant officer and a disciplinarian with our title. Frankly, I am wondering if that has developed over the country where your first year students, for some time at least, regard the offices of the Dean of Students, not as counselling agents, but as police stations. It ties in closely with Dean Findlay's report of that development coming over the country. I do not know if we can copyright the title, but certainly it very definitely leaves us handicapped with the first year students until we can get the proper attitude in their minds that our office at the university is not the high school truant officer that had the title of Dean of Men, or Dean of Students.

President Gardner (University of Akron): The unfortunate part about copy-righting is that we would have to submit a definite specimen or example, and I do not think we have one. (Laughter). However, I believe your point is well taken.

Dean Bostwick (University of New Mexico): I want to say that I think we ought to go a little further on that point that Jim Findlay brought up with regard to placing men who are ready to go into the work, and I can speak from sad experience in that particular field. I had a two-year fellowship in Dean Nicholson's office at the University of Minnesota, and after completing that two year work, there was no opening. I wrote 110 different letters, or rather he did, from Maine to California. However, leaving out New Mexico, there is the irony of the situation. I did not think I cared for New Mexico, and if any of you people feel that way—(Laughter).

But, I really spent six years looking for a location. I was not sitting around. I went to Harvard a year after that work was done, and then I worked in a newspaper office for a couple of years. It was a rare bit of good luck that I found out about that opening in New Mexico.

But, there does not seem to be any way of placing people. I know several fellows right now who are all set to go, but there is no place to go. There is a young fellow up at Minnesota who has been in Dean Nicholson's office for about three years now, and he could do an excellent job. He does not know where to go. He has no way of finding out. I know of several other institutions where young fellows have had excellent training, but do not know where to go. I just wish that we might concoct some kind of a scheme whereby young fellows who are ready to go, would have an opportunity to find the proper niche into which they might fit.

President Gardner (University of Akron): I think we should all be aware of the fact that the Secretary has endeavored to carry a list of applications, and I believe has been solicited from one or two institutions. This is a serious problem, far more than most of us realize, because if the work is to be continued, these younger men who are receiving training must be given an opportunity to express themselves.

There have been several vacancies in the field in the past year. The younger men have ordinarily not gotten the opportunities. I would like to make a suggestion that those of you who may be interested in taking young men into your office notify the Secretary so he can scout around for us and pass the word along, because it is vitally important as Dean Bostwick pointed out.

Mr. Ray C. Pellett (Western State Teachers College): There seems to be confusion in the minds of people I meet as to whether the dean of men's office is going to be a subsidiary office to a personnel director, and a lot of youngsters that I talked to seem to have the idea that the thing to get into is personnel work. I should like to know if the secretary has any data indicating whether there is a tendency toward a centralized personnel office with the dean of men sort of a puppet, or whether the Dean of Men's office will be what many institutions still have—a decentralized set-up in which the dean of men and dean of women and other like officers function as cooperating en-

tities on the campus as a whole. There seems to be two very distinct schools of thought—centralization and so-called decentralization. What is the drift?

Dean Turner (University of Illinois): You have given me a tough one there, and it cannot be answered yet. The survey material which we have does show this interesting trend and it shows this interesting trend in the light of the fact that within the past year, our Association has taken in ten new members. We have some other applications on the table now. The total membership of the Association is the highest it has ever been and the material that Dean Findlay went over showed definitely, I think, that there is a trend toward the dean of men's office absorbing the personnel functions.

Perhaps I am wrong. I think this is true: That the younger men who are floating around looking for places, what they are heading toward, depends on who they have talked to. If they have talked to a man who figures that they should be trained for personnel work, he is going to think in terms of personnel. If he has been close to deans of men, he is going to think that way. So, your question cannot be answered yet.

I have at the present time around 20 applications from good young men around the country interested in what they call dean of men or personnel work. I think you might be interested to know this: Possibly the major vacancy filled during the past year in the field I think we can take part of the credit for filling, and that was the vacancy following Dean Massey's death. I know the suggestion of the man placed in it less than ten days ago came from our Association.

As far as definitely answering your question, it cannot be done yet I do not think, because the trend has not gone far enough. But indications are that our group is gaining, and while Dean Findlay said that whether they know it or not the deans of men are the personnel officers, I believe it might be reversed—whether they know it or not some of the personnel men are becoming deans of men.

Mr. Pellett (Western State Teachers College): What are the ideas of the institutions represented here?

President Gardner (University of Akron): That is a question which I suggest you bring up in the round tables tomorrow. I would like to point out that we should be a little careful of our terminology. Dean Price raises the question of the dean of men in his area being tainted with the strictly disciplinarian coating. Now, the question of whether there is a centralization or decentralization of these functions as they have been enumerated comes up, no matter who is supervising them. In my judgment that is the first point of discussion; and then to determine, if we can, the priority of these functions or the emphasis or however else you care to phrase it, of these functions through the administrators as represented here. Some man will say that he is a personnel officer, another will not. If I said that you are all academic

officers you would deny it, and yet in the strictest meaning of the term "academic", you are academic officers. It is a matter of terminology if we are not very careful, and we should think in the trend of whether there is a coordination of functions and centralization of functions taking place.

Then, as to who is running it, that is a matter which seems to me of institutional concern primarily, although naturally the Association would like to clarify it.

I agree with the Secretary that we stand at the threshold of the entire problem, but as far as specific conditions go, you can bring them up in your round-tables where you will be talking with men from institutions of approximately your size.

Mr. Wray H. Congdon (Lehigh University): I am interested in another suggestion from the paper—that is regarding the possibility of making available to us, articles, studies, and things of that sort. It seems to me that there must be a tremendous amount of material of that sort that would be valuable. I have been trying to look for some and occasionally I hit upon one that is helpful. But, if there are some means of disseminating this information, it would be important, I think.

I have recently been promoted or demoted depending on your point of view, from the collegiate registrars. They do that sort of thing. Could we have a quarterly abstract of that type of material? And incidentally, I might say that if such a thing were made available it would be a good medium for carrying information about these young men who are being trained and are available for these deanships. It seems to me that if the Association could take a step like that, it would be helpful.

President Gardner (University of Akron): You raised the question which has been before us a good many times and before a good many other similar organizations. The question of cost naturally enters into it. It has been up several times and the Executive Committee always felt we did not have the funds to carry it on. Also, there being so many instruments of literature, so-called, in our higher education, that any attempt to compete financially would be disastrous for the Association. It is an open question.

If any of you have any suggestions as to how it may be carried out, I think the Executive Committee for next year would be very happy to hear about them. I might point out that there are several journals which I believe will look with favor upon articles submitted, but as far as personnel items go, it is a difficult thing to get into a journal and that is where we are lost.

Dean Joseph Park (Ohio State University): Might I suggest that we handle this in a very informal way. When our Secretary asks for items on the news letter which comes semi-occasionally, could he not ask us each to suggest something that we have come across that we

read or learned about that would be of interest in this connection? A single question and perhaps a single contribution from each of the members of this organization would be very helpful.

President Gardner (University of Akron): That is a fine suggestion.

Dean Turner some years ago made a summary and a bibliography of the papers delivered before this group, according to topic. Now, if we can expand our news letter slightly to carry current research on these personnel items, it would be fine.

Mr. Donald J. Shank (American Council on Education): The Chairman of our Committee on Student Personnel Work is trying to organize a series of publications, not periodicals, but a series of brochures dealing with the 22 functions which were enumerated in the report of the "Student Personnel Point of View." Two of those are not on the press yet. I am not trying to sell them to you, but they will be out within the next month. One deals with the educational counselling of college students, and the second deals with occupational orientation of college students. Those have been prepared by small sub-committees working under our central Committee on Student Personnel Work, and a whole series of those are being projected.

Mrs. Lloyd Jones is working on one dealing with social competency of college students and I think those may serve as the nucleus of some later periodical publications in the field of personnel.

President Gardner (University of Akron): Thank you, Mr. Shank.

Mr. Francis F. Bradshaw (University of North Carolina): I have been interested in sort of recording in my own mind a trend in this Association. Having been somewhat irregular in attendance, maybe I have had an opportunity to observe a trend that might not have been so visible to those who come every year. I seem to recall a meeting in Minneapolis a number of years ago—a joint meeting. I seem to recall that the personnel men and the dean of men recoiled from each other with equal enthusiasm.

The fact that although we have not met since, we are talking about each other in each other's absence, indicates some change in trend there.

I also recall—I think it was the last meeting I attended—the meeting in Gatlinburg, when the question of the training of the dean of men came up. The summary of that was that deans were born and not made. There is some indication of change in trend there in this present program.

I was very much interested in the statistics about the number of institutions that had added deans and the fact that the deans had gained in staff and budget during the period of economy. It might be worthwhile to make another study on another angle of that however, and see to how great an extent the deans' staff and budget has gained

against other staffs and budgets in that same field of student service. I think if we did that, the figures would not seem so significant. I may be judging from our own institution.

Much of our office is devoted to pre-college guidance, which is the right name now for recruiting. We have eleven part-time advisers in the general college, that is for the first two years, and fifteen residential advisers, a testing service, a part time staff for mental help, a trebling of physical health staff, a whole new program in orientation for freshmen, a new placement office, and one or two other items relative to the N. Y. A. program.

That is an explanation of the budget outside of the dean's office; and much more is credited to them than the inside of the dean's office in my own set-up. That is happening all over the country. I cannot help but feel the problem we are facing in deciding whether or not we are willing to be a staff office or a general executive office. I am convinced that the personnel point of view in the general personnel program is here to stay and expand for a while, and it seems to me that in that situation the deans of men may either be specialists in discipline, social education or whatever you may choose to call it, or causes of a more general type of training and personality may develop him into a general executive in which case, in the coordinated set-up, it seems to me that he might easily move in the direction of the central personnel coordination. But, he would have to make his viewpoint and training as broad as theirs is, in expecting to coordinate.

So, he either must go in one of two directions. He must either specialize in a coordinating program, or he must expand his own point of view in professor training so that he can become the general executive, not the expert of a general set-up.

Now, if we were to do that, then it seems to me that the training in placement programs becomes tremendously important. If he is a specialist in local traditions and local student discipline, then his training will undoubtedly be local, and placements will also be local, but if general educational executive, he will need to know something about most of those things which is responsible for coordinating, and that would mean a training program.

On the internship principle at some institutions, this idea seems to offer better training than that or any of the subjects presented. I think summer tours help, but for the younger staff members a combination of part-time graduate work and part-time internship of the whole institution program would give us an outlet and an opportunity to develop people who had that kind of general point of view.

If we go in that general direction, it is essential to associate more with other people in personnel guidance fields. I cannot help but feel that there is something important in this. If we are to coordinate a general feeling, we must have more or less continued association with members of that same feeling. We asked for it in publications. Some

of the most helpful ways of getting information about meeting problems comes in the informal association of a meeting. So, I think we should consider a meeting at least every other year with the personnel and guidance organizations.

Now, we have not had so much economy. We have had some undoubtedly, but I believe the economy we have had is very little compared to what we are going to have. This is a dismal note to bring in now, but if the drop in enrollment in high schools does come, the drop in colleges' enrollment must follow. Then, it will be bad, and in that situation it seems to me we will have this alternative pushed on us more forcefully.

Dean Fraser Metzger (Rutgers University): I am convinced that trends have been leading us in certain directions where we have to begin to think of crystallizing this whole matter. I am glad of what Dean Bradshaw said. I am in favor of this survey and particularly pleased with what Dean Findlay has done for us today. It is my conviction that we need now to recognize the fact that the dean of men or adviser of men or whatever title you use, in that situation we have to come to the point where we need in our universities today an executive to coordinate all of this work. He will not be one of us here who can presumably say he is an expert in any one of these fields, but our institutions are so organized now so that we can have a central office under which all of these several activities and interests can be coordinated.

I do not believe we have anything more essential today in all our educational processes than that. There are 54 different activities, functions, that we are undertaking. Not one of us can do all of them. I do not care what you say in regard to training. You cannot train any man to do that today. To be a man of all work is a foolish sort of procedure, but to be an executive under which you can in some way or other keep all this work coordinated, is quite another matter.

As a result of our surveys and discussions we are going to make for our objective this thing that in every university through all America today will be an executive who will be responsible for all of these several functions that have to do with student welfare. Incidentally, I hope we will be able to get that idea to some of our trustees and college presidents.

Dean J. H. Julian (University of South Dakota): I have been coming to these meetings for a long time and I got a great deal out of this paper. I have answered a lot of these questionnaires. I always answer those that come from this Association. The rest I throw away. There is a question that always comes up and that is, "How many of these functions were assigned to the office of the dean of men as mere matters of institution expediency?" There comes also to my mind the question, "How many of us got our jobs through the medium of this kind?"

I know of a number of institutions which abolished the office of dean of men and formed a personnel office. Some are going to abolish the personnel office and are going back to the dean of men. I am not going to burden you with a lengthy discussion of what the dean of men should or should not be. In all the institutions with which I am acquainted, the dean of men knows more about the men students than anybody in the institution, and whether you call him a personnel officer or whatever you call him, if he does not know something about the personality of the men in his institution then he is not going to be much good either as a dean of men or personnel officer.

Dean Bradshaw (University of North Carolina): I would like to modify a statement I made to correct a possible misimpression.

I agree to the fact that the dean is apt to be of the executive type rather than the technician or expert type. In fact, the title is a good general classification for an academic executive. It indicates the future of the dean's office as in this general executive coordinating thing in which he is not responsible for doing all these things, but knowing enough about the 54 things to act intelligently as a general executive.

While there is a certain disadvantage in the title "Dean of Men", because of its limited history both in colleges and more recently in the high schools as Dean Price reported, there is certainly a definite advantage in the title "Dean" in an academic subject where you want student welfare. It is the general function to sit in on equal terms with instruction of finance and other general functions.

So, I feel the future of the dean, the individual dean, if he will develop himself both professionally and personally, is in the direction Dean Metzger mentioned.

Dean Turner (University of Illinois): I wanted to say one thing, and if Herb Smith is here, he will remember this too. I do not want to introduce a note of sentimentality to this, but in the last conversation that Herb and I had, (he was assistant at Illinois at that time and so was I), with Dean Clark, he said, "Don't let them make administrative officers out of you and put you on so many committees that you will not have time to see a student, or so you will not be available to a boy when he comes to see you at any time, because you must be able to see the man when he comes to you. Your job depends on your being available to go to the student when he is in the hospital or is in trouble, and when they make such administrative officers out of you that you cannot do those things, you are through as a dean of men."

The force of circumstances is putting us into strictly administrative jobs and yet I wanted to add this thing.

President Gardner (University of Akron): As this discussion is to be continued after lunch, I want to take up one or two points.

....Announcements....

President Gardner (University of Akron): Now, in these round-table discussions tomorrow morning, you are to go in there and talk about anything you want, just so you keep it clean. Following that, in the general conference, the Secretary or Chairman will make a brief report of the major topics discussed or conclusions reached. Here is your opportunity to ask how many people have a dormitory problem or what they do about automobiles. Here is the place to bring up the problems in connection with an institution of your size. We will then reconvene in general assembly at eleven o'clock.

I have just received word that there are now 85 registered. If there are no further announcements, we will adjourn. We will come back here at one-thirty this afternoon.

....The meeting adjourned at eleven-fifty o'clock....

THURSDAY AFTERNOON SESSION

April 13, 1939

The meeting convened at one-forty-five o'clock, Dean G. W. Stephens, of Washington University, Vice-President of the Association, presiding.

Chairman Stephens (Washington University): Shall we come to order, Gentlemen?

I want to report as faithfully as I can a few of the confidential suggestions made to me by Don Gardner relative to the personnel on the first part of the afternoon program. He told me that except for the President and Vice-President of the Organization, and Scott Goodnight, he thought there was nobody on the Executive Committee who by himself was competently adequate to handle this topic, and the best we could do in view of the necessary absence of Goodnight was to divide the burden on three men who would do the best they could.

We have a program today which I think in a sense has the sort of symmetry that attaches to a string of frankfurters that you can cut off here, yonder, or elsewhere and still the general symmetry is not affected very much thereby.

We have a continuation of the essential program and the topic first is "Functional Gains and Losses". (See Appendix B). The first part of the discussion will be led by the sage from Charles River, Dean Lobdell, of the Massachusetts Institute of Technology.

Dean H. E. Lobdell (Massachusetts Institute of Technology): Scott Goodnight was supposed to come and deliver an inspirational address based upon the reports of the survey; it is understood that when he saw the survey he did not get much inspiration, and hence did not come. Thus, several of us were thrust into the impossible duty of making good for Scott. The survey was shown to us last night for the first time, and by way of assistance, supposedly, Dean Turner gave us each a summary which he had prepared by expanding the printed document.

Reference was made this morning to a "hot spot" tabulation and I tried to follow that, but did not have very much luck inasmuch as Jim Findlay's discourse was mostly in code. I do not mean to detract from his very noble effort, for, considering what Fred gave him to work with, he did a swell job.

Everybody answers that the analysis and adjustment of students' social problems are the primary objectives. Personally I am glad to see that social problems still hold precedence above moral problems; and that emotional differences are in third place, while our old friend, Interfraternity government, still rates number four. Parenthetically, I seem to remember that seven years ago, at the time of the last survey, we heard that fraternities were on the way out. Now it is comforting

to see that they still rank along with the social, moral, and emotional difficulties.

Fred's summary lists a half-dozen or so functions which have lost position; for examples, the administration of an educational counselling program, the enforcement of automobile regulations, supervision of the mental health clinic, aiding students in making academic adjustments, and administration of penalties imposed for unsatisfactory work. But I do not, myself, feel that these functions have entirely disappeared from any campus. Possibly the enforcement of automobile regulations may no longer be needed on campuses from which automobiles have been kicked out. But certainly students still need educational counselling and aid in making adjustments. So, I draw the tentative conclusion that the loss in these functions indicates that many of our numbers have found they could not do all things—they have come to realize they cannot do all of the 54 supposed functions and so they are getting wise and delegating a few to someone else.

It is interesting to note that there is a decline in recommending students for remedial psychiatric treatment and that there has been a minor loss in recommending them for medical treatment. So, I suppose one might presume the health of the American boy is improving.

I am sorry to see that fewer of our members now seem concerned with the administration of student loans. The administration of student loans, particularly of a program involving repayment after graduation, gives to a dean of men a very definite, tangible advantage. The "pocket-book nerve" of most of us is rather close to the surface, and in discussing with a student problems relating to his finances it is possible also to express interest in his chances for placement after graduation. This in turn means that one expresses interest in his earning capacity and hence in his ability to repay a loan. Thus one has an excellent basis for a discussion of many of those moot questions such as why he does not wash behind the ears oftener, why he does not make a better impression on people, and why he does not pay attention to other important intangibles which are usually hard to mention without embarrassment.

The Survey exhibits at least one curious paradox which I have noticed. It shows a loss in this item: keep copies of the records of a student's personal history. However, it shows a gain in keeping an official record of the student's personal history. I do not quite get the difference, but there may be one between "official" and "unofficial". Certainly, I do not see how any dean can deal with students' problems if he does not keep a record of a students' personal history, particularly of what he may have said to the student, because the student undoubtedly has as good a memory as he has.

There are various other items in this summary prepared by Dean Turner, but these I will leave to my colleagues. It does seem to me that this Survey represents a really important step by this Association and

my principal question is how we should use these data. Shall we examine the list of these supposedly disappearing functions, and if we find ourselves still doing any of them, cease and desist? Or, conversely, shall we go through the 54 to check ourselves, and take on those which we do not now do?

Dean Miller spoke about the need for digestion of this report, and I hope that it is digested by the cerebral processes of Deans Turner, Findlay, even Gardner, and that there will be forthcoming, not a new questionnaire, but some consolidation of these trivia—and there are many trivia in the 54. After all, if a dean of men wants to prove he is doing something, he may trot out a lot of these little things as evidence, but people may then assume that he is doing a lot about very little and not much about the four main fundamentals.

Surely, however, there is one useful purpose which the report in its present status will fulfill, and that is as an answer to any personnel officer who wants to know about the functions of a dean of men. Simply hand him the report and say, "Read it". He will not bother you further.

Chairman Stephens (Washington University): The discussion will be continued by Dean Bursley of the University of Michigan.

Dean J. A. Bursley (University of Michigan): Mr. Chairman and Members of the Conference: I think that one of the things that we have to be careful of is that we do not take ourselves too seriously, but I do not think it is necessary to impress that upon you very strongly after hearing Dean Lobdell, (laughter), and I might say Dean Gardner as well, because I do not think they give the impression at least, of taking either themselves or their jobs very seriously.

A study of this report of Dean Turner's and Dean Findlay's analysis of it shows, as Dean Lobdell has said, that there are certain functions which all of us feel are the most important and they are the same ones which we felt the same way about seven years ago. I do not think there is much that anyone can add to what has been said on this. Dean Findlay made an exhaustive analysis and Dean Lobdell has called your attention to a few points which perhaps needed to be emphasized.

There was a suggestion made this morning and it has been made to me again this afternoon, that perhaps it would be well to have a study made, not of what we are doing, but how well we are doing it. I understand that this question has been considered by the American Council on Education. Now, I believe the Council is undecided as to whether or not that is a field in which they should embark, but I think that from what Mr. Shank said, he would like very much to have some expression of opinion from this group as to how they feel about it.

There was a study made some 14 or 15 years ago by Hopkins in which he visited 15 or 16 colleges scattered about the country and made a report. That report stated what was being done in personnel work

at these various institutions and to a certain extent, how well it was being done.

Now, the question is, is it desirable to have that study repeated, perhaps enlarged to include not only that same 15 or 16, but another 15 or 16? Is such a study worthwhile, or is it simply just another study or survey? If so, I doubt whether it is worthwhile. Can any one man go into your institution or school and after staying there a week, say, "In this place this job is being done very well and this particular thing is being done as it should be"? Can he take every one of those 54 items for example and say that it is or is not being well done? Would his opinion carry weight? Would it be the same as the opinion of someone else going in there and making the study? Would the institutions that he visited welcome such an investigation or study, or would they feel that that was something that they did not care to have investigated or studied by someone from the outside who perhaps they felt did not know as much about the job as some other person might? Should they choose the man to make the study or should the American Council?

Those are questions well worth considering, because there is no doubt but that in some institutions some of these functions are being performed more efficiently than the same functions are being performed in other institutions.

But, on the other hand, it may be that we do not need to place the same emphasis on all these functions in every institution. Some may need more emphasis than others. The thing that seems to me the most important to keep in mind is that each one of us has a problem which is different from the problem of every other one. There are certain common factors. But, in general, they are different. You cannot pick up any system from Michigan for example and take it to Akron and say, "This is the way it is being done at Michigan and this is the way it should be done here." It cannot be done that way. The atmosphere is different, the students, the surroundings and the background are different, and while the general principles may be the same, the way the work is being handled must differ, and for anyone to go in and attempt to evaluate and perhaps rate various institutions on the way in which they are doing these various jobs, seems to me would be rather dangerous.

I have nothing more to say, but I would just like to add once more what I started out with. I think the thing for each one to do is to do the job in his particular college as well as he can and not take himself too seriously, because nobody else, least of all, the students, takes him half as seriously as he does.

Thank you. (Applause).

Chairman Stephens (Washington University): One of the suggestions offered by Dean Bursley as you realize, is in the form of a question: "Whether further study of this, to be carried on by such an organization as the American Council on Education, is deserving of

consideration," and the proper place for that consideration will come after we listen to the third presentation.

The one next assigned to pinch-hit for Dean Goodnight is, shall I call him, Dean Emeritus Lancaster of the University of Alabama who has been promoted to the Secretaryship of the Board of Sweet Briar College. Dean Lancaster.

Dean D. S. Lancaster (At Large): Dean Stephens, and Ex Colleagues: I have been insulted several times today. In the first place Don Gardner said he had selected to lead the discussion this morning the only member of the Executive Committee who registered as high as 90 per cent I. Q. Since Dean Goodnight is absent he picked three other members of the committee who were of low mentality and asked them to pinch-hit for Dean Goodnight. I think I ranked third in this list of low mentality men. (Laughter).

Chairman Stephens (Washington University): Nobody has implicit faith in these I. Q. measures anyhow. (Laughter).

Dean Lancaster (At Large): Anyway, I met an old friend in the lobby this morning and he said, "You are now at Sweet Briar College but I do not see it on your tag." I said, "No, I have 'At Large' on my tag." He answered, "I do not seem to have ever heard of 'Large' College." (Laughter). At least I am going to meet with the large group tomorrow morning and assist my successor at Alabama in seeing that the discussion is kept on a lofty plane. (Laughter).

Perhaps I can speak from the standpoint of those who are not now directly engaged in our particular field of work. I have talked to a number of people, members of the general public, people who have not been engaged in personnel work in recent years, and I find a great deal of interest on the part of these people in knowing more about what we are trying to do.

In the first place, I am thoroughly in accord with a continuation of this functional study that we have been discussing today. I think it is eminently worthwhile. On the other hand, I do want to inject just a word of warning. If we attempt to analyze our work to such a point that when we talk to a student, we are drawing a fine distinction between social problems, general personnel problems, moral problems, there is some danger of forgetting that after all, our real job is to gain the confidence of the student as an individual. We must remember that we are dealing with that individual and that no matter what problem comes up, if it is of concern to him, we must make it of concern to us, and we must deal with that student as an individual.

For that reason, I have deplored at times a tendency to take away from the office of the dean of men, disciplinary functions. My experience leads me to be convinced of the fact that we should deal with discipline and that we can deal with discipline without any great difficulty.

I think I can say that my years of experience as Dean of Men

proved to me that some of the very best friends that I have had, some of the men with whom I have had most influence (I hope in the right direction) have been those men whom I have had to discipline severely in many instances. It is largely a question of being a good listener and of having a reasonable sense of humor and of considering them as human beings. Hold out some hope for them no matter how serious the offense—stressing those points that are good in the individual as well as the things for which you may be reprimanding him at the time.

So, while I am heartily in favor of continuing the analysis of all these problems to see the direction in which we should go, yet I feel that we should be particularly careful not to become such specialists that we are going to forget that the individual is our problem.

Now, I think the general public, as Dean Bradshaw said this morning, is pretty well sold on the title of "Dean". I have an idea that the title "Dean of Men", or "Dean of Students", or something like that, is going to be the title that will last, but I am not particularly interested in titles.

As to who heads the personnel organization is going to depend largely on the individual and it is going to differ from institution to institution, and I do not know that it makes much difference. I am convinced of this: That if a man who is altogether a specialist, we will say a psychoanalyst as an illustration, attempts to deal with the general student body, we are going to get into trouble.

I might give you an illustration that I heard not long ago that I think rather good. I happened to be listening to a minister who had made quite a success with young people. I think he knew personnel work. He said, "I am often asked by parents to interview their son and tell them just what I think of him—what he should do—and in half an hour to practically give my estimate of him, get a job for him, and place him in that job." He added, "Of course I cannot do that."

He said, "I think it is something like this: You can take a snapshot of almost any individual and get just what that individual looks like at that particular time and under those particular circumstances, but that is not necessarily a photograph of the real individual. On the other hand a good portrait painter can study his subject over a period of weeks or months and catch the real spirit of that individual, and then if he is a good artist, he can put that into his portrait, and you can catch from a study of that portrait, something of the spirit of the individual. There you have a portrait that really looks like him."

And so, I feel in our college organizations, forgetting titles for the moment, that we do need a staff in our larger institutions, of personnel workers with all the specialists that our institution can afford, because every one of them has a place.

But, we do need someone who thinks about the student as an individual, in respect to his entire environment, who is in touch with the

whole personnel set-up and who is going to be enough of an expert to know to what individual that particular student should be sent with that particular problem. We have to have him. I do not think any one individual whether he be director of personnel or dean of students is the proper counsellor for every student. There may be someone on the faculty who is a better counsellor for that student.

So, I think our organization ought to call on all the talent available on our respective staffs. We have to develop that type of organization. It has to be coordinated. I think if we are big enough men we are men who are going to head the organization. If not, we are going to take a subsidiary position and perhaps do certain detailed work well.

I by all means advocate a continuation of this study from the standpoints that have been suggested this morning. I do want us to remember, as our dear friend Dean Coulter often stated to us, that we do not want to let this business of keeping records and all the details that go with personnel work, let us forget for a moment that the student is our main concern.

I think that is about all that I have to say. (Applause).

Chairman Stephens (Washington University): I am very sure that these three senile pinch-hitters have, notwithstanding their handicaps, offered to us quite a little that should be stimulative of comments, favorable or adverse in part at least, as the case may be.

The subject is now open for general discussion. Who will offer the first comment on these addresses to which we have just listened?

Dean M. L. Fisher (Purdue University): I make no comments. I want to ask Dean Lobdell what his method is of keeping his personnel history which he speaks of.

Dean Lobdell (Massachusetts Institute of Technology): It starts off with a blank card. That was not intended to be sarcastic, but it was an inherited system. We have never been able to devise a form any better than simply to use this blank card with the man's name and where he came from, date of his birth, and some important comments which came through from the school from which he came.

On the back of the card it does have a few of his marks in the early years—the first year particularly. That is merely, as you might put it, the dope when he comes in or when you send for him, and from that point on, the card can be almost anything. It is a record of interviews in brief. It is a record of promises he has made, and promises that you have made, which are not always kept in either case, necessarily, but they are so recorded and it may include comments of almost any variety which is pertinent when dealing with that student's problems, his parents, or if he is the son of an alumnus. I do not suppose we have the problem of the State Legislature, but it can also be kept in that way.

It is a 4x6 card, handy to keep in a pocket, and sometimes when the boy comes in and it seems appropriate, even though he has we will say, only one card, we may pull out several which are behind his in the file and it lends itself to the telling of truth. (Laughter).

I do not know whether that fully answers you.

Dean C. A. Tibbals (Armour Institute of Technology): I have a system I might say that is almost exactly parallel to Lobdell's system. It is a 4x6 card. The face of it has about the same story plus the results of the program of educational tests reduced to a derived score basis, plus places to enter the names of organizations to which the student is attached, and the complete back side of the card is headed, "Interviews."

Similar 4x6 cards come into my files from student advisers, from the psychologists, and from whoever interviews that student. So, his place in the file will have his main card for a starter and there may be up to half a dozen cards behind that depending on the fellow. Some fellow may never have anything but the original card with the original records, and he is kind of an inconspicuous fellow who does a reasonable job and keeps out of everybody's way. But, others may run up to half a dozen cards.

Chairman Stephens (Washington University): Is there anybody else with anything on their chest?

Dean J. R. Schultz (Allegheny College): There are two or three things in connection with the survey which have interested me very much. One point which I think appeals to all of us in the general report on our functions is that we realize that a great many things have been handed to us that are in a way, committee activities. In some cases they are performed by faculty committees. We have inherited a lot of things from various operations in the past, matters like chapel attendance, class excuses and things of that sort.

I think we might well in the future give more consideration and do something to focus a little more attention on the more fundamental nature of our job.

In connection with our records and all that sort of thing, what we have said sort of gives an illustration, as one of the speakers reported, in connection with a particular idea of the individual treatment of the individual students. The President of my institution remarked that as far as the men of the college were concerned, I was the Dean of the college with reference to individual men.

Now, I think what we need to do, as ean Bursley said and Dean Lancaster has elaborated on, is to keep in mind the individual. After all, it is the particular person we are interested in. If, in our institution, we are interested in having that student develop educationally in all ways, without reference to imposing a curriculum on him in original fashion, we have to take into account a good many trivial matters.

Certainly, everything that pertains to the student is important, and as for that matter of records, information is of course of tremendous bearing on that.

We have to accumulate the information. We must have various reports to know the student's personal side. We use the American Council form for our information. We get high school records, we get the results of endless tests, the various aptitude tests, promotional and stability tests and things like that, and then we use that. I am repeating a little of what I said last year, but we are developing still more than that same program. That is working out very well. We are putting everything into the fold. We are going to the extent of putting records of various activities, sometimes clippings from papers and pay bills in performance of college reductions just to give you an illustration of how far we may go.

That is followed on a graph of accomplishment in college. Then with our system of inventory tests given three times during the student's college lifetime, they are put in the proper files in that folder. Records of interviews, correspondence with parents—everything is there until we have built up a file where every student is representing almost every phase of activity.

The only point I am making in connection with it is that the reason I think it is a good thing is that you get all kinds of reports and if there is anybody in college capable of going into particular kinds of personnel or guidance work, those things come into the office of the dean of men and are put into the student's file.

I do not think we can ever consider our job as standardized in any other way than has already been suggested, than by minding each individual student. We have as many different kinds of functions and programs as we have students in our college.

Dean Ralph I. Williams (University of Maryland): I hesitated to get up and say anything today as I decided I would listen to the sage and seasoned words of some older people who have a better background in this field. But, something Dean Lancaster said, and something Dean Bradshaw said this morning made me think that possibly you would be interested in hearing the viewpoints of a younger person who has seen the personnel-dean of men struggle from the outside looking in, so to speak.

Three years ago, I attended the Convention in Philadelphia, my first Dean of Men's Convention and I met one of the finest group of men ever assembled—men who could see the trees in spite of the woods—and we had a fine fellowship there. I saw the triangle discussion going on of Deans Gardner, Turner, and Lobdell, and I see that that is still continuing. I saw that they were the men doing the real fundamental work in guidance.

Since that time I have taken a graduate course at one of our larger

universities in personnel administration work. I have talked to a number of psychiatrists and men working in psychology, and I have talked with other deans of men who apparently feel that the ordinary dean of men, without the proper training, without the proper background is just another professor the President thought would be a nice man to put in a job to take certain duties off his hands.

I have gotten to the point where I fully believe people like Gardner, Moore and others might be men with the personnel point of view, who are laughing up their respective sleeves at the poor deans of men who did not have that training or that point of view, and probably considering themselves the only men fitted to the type of work, because they had had both viewpoints and both experiences.

When I came to the meeting this morning I was pleasantly surprised that the survey showed that only three deans of men had reported two directors of personnel and that the deans of men's office had apparently increased while the personnel offices had not. By the time Dean Bradshaw spoke, we discovered that the contrary was probably true to some extent. At least the question was paramounted in the minds of all the people in this room as to whether he had been subjugated to the personnel office.

I cannot see but what the truth lies in what Dean Lancaster said that somewhere along the line, the dean of men or a director of personnel has to coordinate his activities. Everyone seems to agree with that. If you are a big enough man to do it, you will do it; if not, someone else will.

In starting all these jobs in the universities, it has been an individual proposition as far as I can tell. We talk of placement service and placement service work, and you go to the President and say, "Here is a man who wants to be a dean of men in the university."

A survey of presidents would show that it is impossible to train men for these functions and duties. I was wondering what we would ask of a personnel association, of a president's association if we ourselves do not know whether the dean of men is a coordinating officer or whether it is the personnel element that is his duty. That has been expressed by Dean Coulter and others.

I would like to offer a suggestion that the only place any good will ever come of requesting a change in duties of the dean of men will be through the college presidents and through their respective groups. This group should decide in some way, not whether the individual here should have a better job on the campus, but whether the title might have to get a new man to fill the job. But, the title should carry with it a coordinating influence on all college campuses in the United States. Get a new man if you wish, but we want, speaking to the presidents, a dean of men instituted on every college campus in a coordinating purpose, not subjugated to a testing clinic or psychiatry department or something like that.

I do not know if it has been decided, but I cannot see that anyone has definitely decided whether we should be administrator, coordinator or counsellor. Whether he is director of personnel or dean of men, he will have the job.

Dean R. E. Manchester (Kent State University): After the Texas meeting, I think I felt somewhat depressed. I believe others did too because the general discussion seemed to be centering around the fact that we are all on the way out, and I wondered since then, why deans of men are working so hard to demote themselves, and to take away from the office of the dean of men, whatever dignity and sovereignty the office had built up.

But today the discussion seems to be heartening and personally I believe we are back on the right track once more. There is one thought however, that has not been mentioned and has not been discussed very much in connection with the duties and the work of the dean of men. That has to do with the inspirational side of the job. I think every dean of men must be one who can diagnose the boy and get a record of him as he is. Then, he must be a guidance officer to see that the boy grows along certain lines and according to certain patterns. But, on top of all of that, the dean of men must be an inspiration to the boy, to develop whatever powers there may be in the student and to look toward the future development of that boy.

Every teacher in every department, and every college in our institution carries on studies. Some teachers are carrying on two or three. I think it is necessary, but that is just a part of the diagnosis. That is just finding out the truth about the boy as he is, or the truth about what we are doing or anything else. It is merely a study, a diagnosis of the situation.

Then, we must have the proper guidance program set up to keep the boy on the right track while he is with us. But, on top of that, as I suggested, it seems to me that the greatest job, the most important job to deans of men is to inspire the boy to do his best, not only when he is with us, but after he leaves us, to bring out the very finest there is in the boy, and we cannot stop by merely coordinating all of the agencies which give us information, and let that be thought of as the job of the dean of men. That is just the beginning and we cannot stop with the guidance program while he is with us, to keep him on the track. That is just part of the job. But, the big job is to set up desires and ambitions and interests in the mind and soul of the boy so that he will become a worthwhile citizen later.

Chairman Stephens (Washington University): As I consult my watch, I note that we are at the end of the period allotted to this part of the program. There still remain one or two items for which I think it will be helpful to have the evidence of the thought of those here.

The first is the suggestion of Dean Bursley relative to the seeming

willingness of the American Council on Education to carry on in co-operation with this Organization further inquiries or further study of the general subject upon which our attention has been centering today. Possibly it will expedite time if I put the question in the following form: Is there anybody here who sees any objection against carrying out that plan if the Council on Education deems it feasible to do so?

As there is no response, I think then we may assume in the absence of any expression to that effect that it is the thought of this body that we should be glad to have the Council on Education continue this study and we will consider it in a sense a part of our records.

Dean Turner has a final word, I think, which bears on some phase of this.

Dean Turner (University of Illinois): We wandered away a little bit from the survey and as the man who did the work on it, I want to say this to you: We have provided you individually with a handbook. We are not saying that every man in the crowd should do everything that is listed here, but we have given you, those of you who said you were coming to this meeting, this booklet, whether members of the Association or not. Most of you will find those waiting for you when you get home. You have there a handbook with which you can take stock of yourself if you want to. You will find listed, things that members of our Association and about 180 non-members have stated they are doing, things that you will never do in your office, and things you should not do, but also you will find other offices carrying duties in conjunction with what you are doing. Take stock of yourself. See what you should be doing, perhaps. There may be some things which you might want to eliminate. This is all this survey was intended to do—give you an individual picture by which you can take stock of yourselves. If you can do that, then perhaps the survey has done its work.

Chairman Stephens (Washington University): I am very sure that the consideration given this subject today has been definitely fruitful.

As you consult your copy of the program, you will readily agree that the person who is to deal with the next subject is not among our newest members or those least well-known. In consequence a five or ten minute presentation of the speaker would be appropriate, but we will dispense with that. We will indeed be glad to listen to our one and only Don Gardner, who will offer a report of a Conference held last fall between the Executive Committee of this body and certain organizations whose interests largely coincide with ours, on the results of that Conference. President Gardner. (Applause).

President Gardner (University of Akron): Mr. Chairman and Gentlemen: I have been very interested sitting out in the crowd for the first time in, I think, eight years, and listening to the side comments and wisecracks. I particularly enjoyed hearing the younger men get up and say something in contrast to other men who get up and make certain comments. (Laughter).

At the conclusion of the Madison meeting I mentioned that there were several ideas which should be developed and promoted by the Association during the coming year. One of these was expressed by Dean Nicholson—that the Association should take the leadership in explaining to the educational world the nature and purpose of the work of a student dean. It is my purpose to report to you what your Executive Committee has been able to accomplish in the expansion of this idea since last April.

In November 1938, the Executive Committee extended invitation to a group of individuals to convene with them in Akron. These people were selected from a few organizations actively interested in matters which concern us as an organization and as individuals. Those who attended were:

Harriett M. Allyn, Mount Holyoke College, NADW.
J. A. Bursley, University of Michigan, NADAM.
W. H. Congdon, Lehigh University, Admissions Officers.
E. S. Drake, Ohio State University, Union Managers.
J. F. Findlay, University of Oklahoma, NADAM.
D. H. Gardner, University of Akron, NADAM.
S. H. Goodnight, University of Wisconsin, NADAM.
D. S. Lancaster, Sweet Briar College, NADAM.
L. W. Lange, New York University, Admissions Officers.
H. E. Lobdell, Massachusetts Institute of Technology, NADAM.
D. J. Shank, The American Council on Education.
G. W. Stephens, Washington University, NADAM.
F. H. Turner, University of Illinois, NADAM.
Lloyd M. Valley, Purdue University, Union Managers.
Irma E. Voigt, Ohio University, NADW.
E. G. Williamson, University of Minnesota, ACPA.

Two days were spent in the lengthy discussion. Members of the Conference attempted to describe the objectives of the organizations with which they were associated and to express their opinions of the value to education of the various groups.

It was then suggested that the group give consideration to two problems:

1. How can individuals in these various organizations cooperate on their own campuses?
2. How can cooperation of associations be effected on a national scale?

The discussion, centering around these problems developed the point that cooperation on specific campuses can best be brought about by first effecting coordination among the national organizations.

Hence, the attention of the group was directed to the second problem of bringing about cooperation of associations on a national scale and they came to these conclusions. There was general agreement that the definition and functions of student personnel service listed in the pamphlet entitled, *The Student Personnel Point of View*, published by the American Council on Education, were acceptable as representing points of departure for promoting coordination and cooperation. The opinion of the group was that though there might be disagreement as to terminology and to specific items, this pamphlet expresses in general the goals toward which all the groups are working.

The next conclusion was that once a year a similar meeting should be held among representatives from various student personnel groups. Furthermore, the opinion was that such a meeting should not be held in connection with any other meeting, nor should it be so formalized that it would become a super organization controlling or subordinating the already existing groups.

Finally, the group laid plans for such a meeting to be held in Cleveland May 13 and 14. The invitations have been issued jointly by the National Association of Deans of Women, the American College Personnel Association, and our Association. The purpose of the meeting is to develop cooperation among people and associations interested in the student personnel field. The discussion will be started by three presentations:

1. The History and Philosophy of the Personnel Movement—Dr. W. H. Cowley.
2. Methods of Coordinating a Personnel Program—Dr. E. G. Williamson.
3. Descriptive Surveys of the Objectives and Programs of Various Personnel Groups.

It is our expectation that answers can be found to questions like the following:

What are the objectives and programs of the national personnel groups?

What are the present relationships among these national personnel groups?

How can these groups work together?

The need for strengthening the personnel movement through mutual cooperation.

The need of mutual understanding of a professional respect for the specialized functions of all personnel workers.

How to cultivate understanding and good will of faculty, students, and administrators toward the total personnel program.

I am happy to report to this Association that five of our members will attend and that acceptances have been received from twenty others.

Dean Florence A. Partridge
Dr. Basil Pillard
Mr. D. J. Shank
Mr. E. K. Smiley
Dean H. E. B. Speight
Mr. L. M. Vallyly
Dean Irma E. Voigt
Miss Helen M. Voorhees
Dr. E. G. Williamson
Dean Marguerite Woodworth

Dean Harriett M. Allyn
Dean Sarah G. Blanding
Mr. E. F. Bradford
Dean Helen Bragden
Dean A. J. Brumbaugh
President W. H. Cowley
Mr. E. S. Drake
Dean F. H. Kirkpatrick
Mr. L. W. Lange
Dr. Helen Moreland

Your Executive Committee believes that a great deal was accomplished by the preliminary meeting last November and that much more will be done in May. They feel that as an Association we have done much to promote a movement to better educational procedures for helping students and also that the interests of the Association as such have been forwarded by our taking the leadership in such a movement. I would like to add my personal expression that in my judgment our Association has gained the respect, and may I say admiration, of other groups for developing this program.

I shall be happy to answer any questions.

Chairman Stephens (Washington University): Dean Gardner's very excellent paper speaks for itself as to the purposes of causing this meeting to be held and the immediate things that came out of it. Are there any questions or comments that any of you would care to offer?

Dean G. E. Hubbell (The Principia): I would like to ask whether or not there were any published reports of those Conferences even in an informal form which might be available at some future date.

President Gardner (University of Akron): There might be. There was nothing published, but a mimeographed report was made to the group in Akron because this was mostly spade work in starting things along certain lines. What will be the outcome of the May meeting I do not know, because, as I tried to point out, this is entirely informal and if you will permit me that expression. There is no effort and no thinking to create an organization which may begin to issue a tremendous amount of material for our consumption. What the group will decide in May, I do not know.

Dean Metzger (Rutgers University): What organizations are represented in that group?

President Gardner (University of Akron): The group which is to meet next month includes our Association, the Deans of Women, The American College Personnel Association, The American Council on Personnel and Guidance Association, The American Health Officers Association,

sociation, The American Psychiatric Association, The Union Managers Association, The Registrars, The group of Admissions Officers as distinguished from the so-called registrars, which will also bring in the question of recruiting. Then, there were a half-dozen people invited because of their specific contributions which they as individuals might make. They also include some people who I believe are in the Association of American Colleges who represent what might be termed the academic dean's point of view. The American Council on Education is sending Mr. Shank as an observer because they are vitally interested in this. I think that covers them all.

Also included in these are a Teachers' College Personnel and also there is an Association of Teachers' College Personnel Officers. Then, there are one or two people who are active in placement work as specifically placement work. There is a representative from the Assistant Dean of the Chapel at Princeton University who has been asked, but has not as yet accepted. The invitation was extended to the Assistant.

Dean Bradshaw (University of North Carolina): Did it occur to you to present the financial side of it or the president's point of view?

President Gardner (University of Akron): We thought that the thing was too embryonic yet to confuse it with too many other issues.

Chairman Stephens (Washington University): Is there any further inquiry or comments?

President Gardner (University of Akron): I would like to say that this has been a forward or backward movement as you care to look at it, upon the part of the Association's Executive Committee. If there are any objections to the procedure, I think they should be expressed here although this is not formalized to the extent that we are expressing your opinions or have attempted to express an association's point of view, but simply to present various attitudes. So, if there are objections, they should be brought out here.

Dean Turner (University of Illinois): I think Don might have brought out this fact and possibly overlooked it. This meeting held in Akron was in connection with a meeting of our Executive Committee. The Executive Committee of this Association invited the people who met there as the guests of the Executive Committee. They paid their own expenses, but they came as our guests. We had our Executive Committee meeting and did a lot of work, and following that, this second meeting was held, so this was instituted by us and was carried on by us, and the final conclusions are a part of our records. You ought to have it perfectly clear before you that this was our doing, and was not at the suggestion of somebody else. We did it and we are going to take the credit for it.

Dean Metzger (Rutgers University): I make a motion to the effect that this Convention heartily approve the action of the Committee if no such record has been made.

Dean Bradshaw (University of North Carolina): I second the motion.

Chairman Stephens (Washington University): Are there any remarks upon the motion? If not, all those in favor of the motion signify by saying, "aye"; opposed, "no". The motion is unanimously carried.

Well, that brings us to the next topic on our program: "What the Aid of Psychiatrists Means to My Office," to be presented by Dean Moore, of the University of Texas. Dean Moore. (Applause).

Dean V. L. Moore (University of Texas): Mr. Chairman: I think that today I have taken as keen, as deep an interest in what has gone on in this gathering, as I ever did at any of the other meetings during the past 14 years.

Only one thing is lacking and that is the thing that you are all grieving about in your hearts to some extent, and I am really serious now. We will not get to see the saintly old friend who has given us such a real conception of the importance of our work.

We men who have gone on year after year in this line are inclined to sin sometimes along the line of all missions, and I think now that little poem Stanley Coulter used to quote every year.

You heard him say, year after year, that he never knew who wrote the poem. He said, "It isn't very good, but I love it because it applies to me." I am going to remind you of it. Here is the way it goes:

"I never cut my neighbor's throat,
My neighbor's gold I never stole;
I never spoiled my neighbor's land,
But God have mercy on my soul
For all the things I have not done.
Oh, unattempted loveliness,
Oh, crown of valor never won."

I am glad Fred suggested that we take this list of 54 different responsibilities that most of us at one time or another have thought we should not maintain and check ourselves up on these things. I do not think you can get an outside check that would be quite fair.

It is a fine idea to get the opinion of fellow faculty members and the opinion of students and alumni. We have come back to ourselves once more realizing that these tasks we have, are the tasks absolutely essential if we are to make the work of our colleges and universities of any value to the people most of all concerned with them, the boys and girls coming to us to be taught. And, when we take to ourselves the title of Counsellors, of guidance officials, oh, what a load we are assuming. How Godlike we must think ourselves to assume that we are capable of guiding. We—guiding. God knows we all need guidance—every day.

I am not sure that any special system of preparation is going to supply what we lack. However, I have a definite subject and I shall now attempt to come to it.

The attempt to answer the question posed in my alleged subject gives me an excuse for re-formulating my expression of the *raison d'être* of the Dean of Men, or Dean of Students, or Dean of Student Life, of which the last named title I seem to be the sole possessor in this imposing group. My statement has been arrived at quite independently and without reference to the voluminous reports that have occupied so much of the time and energy of the members of this body.

As I see it the Dean of Men is put in office to study the various relationships of the students in his institution and to use every agency at his command to help these young people gain access to and benefit from the facilities of the institution. The very fact that such an office has been set up is a tacit admission that the University or College or School has done only part of its duty when it has set up a curriculum and secured teachers and provided classrooms and laboratories and libraries. It is necessary not only to offer these opportunities but to explain them and to adapt them to the most effective use of our constituents.

A sick boy cannot learn. So we establish our departments of health with competent and experienced staffs. We provide clinics and arrange for hospitalization. And we soon then discover that when the subject of student health is introduced it is absolutely impossible to ignore the fact so apparent in every institution of learning that the student's mental health is as real a problem as is any outbreak of measles, or influenza, or a broken back. We discovered this fact at the University of Texas a little late. It was not until after the opening of the session of 1937-38 that Paul L. White, M. D., a full time psychiatrist was added to our staff, but in the short time that has elapsed since his installation, we have never ceased to wonder how we ever got along without him in the years before.

Now in this brief paper I shall do my very best to avoid all technical or uncommon terms and assume that most of you are as unfamiliar as I am with the procedure and the vernacular of the experienced psychiatrist. The very fact of my own ignorance and inexperience along this line has made the help of the man about whom I write all the more valuable to me and to my assistants. Our most important function is the advisory function. We can now advise many of these boys and girls with a confidence and certainty we never experienced before. Not that we seek very often to occupy an intermediary position between the psychiatrist and the patient—quite the contrary. Nearly every week we refer one or more students to the psychiatrist with the certain knowledge that each case will be carefully studied and that a follow through will see as much accomplished as can be done under conditions necessarily existing in an institution primarily educational rather than pathological.

Cases are referred to Dr. White by four classes of individuals. First, the other members of the Health Service Staff send him many students for study and observation and perhaps for later treatment. Naturally the Student Life Staff refers a number of cases and scholastic Deans also send to the psychiatrist students who have come to the attention of these officials in a routine way or from personal observation. A few members of the faculty have interested themselves in individual students to the extent of advising a consultation with a doctor, and, finally, a growing number of students are showing a tendency to seek advice wholly on their own motion or as a result of hearing from fellow students of the help that may be expected when one has taken the doctor into his confidence and has spread all his cards on the table before him.

In spite of some feeling of doubt at first as to the ability of such an adviser to secure sufficient grist for his mill, it proved to be only a matter of weeks until our psychiatrist found his full day occupied with regularly scheduled interviews.

Any fear of the necessary self revelations characteristic of such interviews has appeared to us to have been almost wholly imaginary. Very few subjects hesitate to go to the doctor when advised to do so, and in fact not one of the cases officially referred by the Dean of Student Life has failed to report promptly and regularly, and several of these men have later come to our office to thank us for requiring them to make the initial contact.

It is quite obvious to me that students are coming to us for advice in increasing numbers as a partial result of the way in which the cases of their friends have been handled by the Health Service. It is a matter of no small satisfaction to learn through letters from parents also that there is a feeling of confidence and respect which is reflected in the attitude of their sons and daughters.

The average student has shown a definite desire to cooperate and to aid the doctor by furnishing every particle of information that could be given. Of course there have been exceptions. There usually are. When a situation has existed so long as to crystallize certain mental attitudes and when the subject cannot bring himself to tell the whole truth because of a sense of shame, the doctor bends every effort to secure the patient's confidence. If that cannot be secured or can be only partially established, then failure is almost certain to follow.

In the short time that our present system has existed dozens of individual case histories have been worked up showing the tremendous value of the service. I am not referring to the ordinary series of case prepared for publication and incidentally for the glorification of the particular authority in which each single case shows a successful diagnosis of the patient's mental difficulties from the first interview and then a rapid recovery of the patient as a result of a brilliant and invariably successful method of treatment. Some of our case histories

are not spectacular—most of them are not. In some instances in which I would congratulate the doctor most sincerely on his success, the net result seems to have been that the patient withdrew immediately from the University and gave up his pursuit of a degree. Frankly I think we could do with a lot more of that sort of thing.

But when the student falls now into the first stages of depression we now know what to do and in most cases we can bring him out. When the old bug-bear of sex perversion disgusts and puzzles us, we know that no longer do we have to assume that elimination of the sufferer is the only solution.

One such case, which I am now watching with keen interest, has proved to me that there may always be hope, especially when the full cooperation of the patient and his family may be secured. Treatment for maladjustment in one form or another has resulted in improvement that has seemed so amazing to me that I am now not willing to admit that any case is hopeless.

I recall having made the statement at one of our meetings some years ago that during that long session we had discovered six crazy people on our campus. The statement was true, and the sequel was serious in several of the cases involved. But now we no longer live in constant dread of the possible explosions from any one of half dozen or more potential trouble spots. There are plenty of cases but all are now under observation and treatment so far as we can secure that result.

Of course the millenium has not arrived. One man cannot do all the work along this line that a constantly growing student body will demand. Furthermore we cannot assume that those that need the service will all be informed of its benefits and ready and willing to take advantage of them.

We must be constantly on the watch and we must act promptly and intelligently in order to save some worthwhile individuals who do not know how to save themselves. That type of work is the duty and the glory of the true Dean of Men.

I thank you. (Applause).

Chairman Stephens (Washington University): Dean Moore's very fine paper should be, I know, provocative of some extended comment on the part of our membership.

The floor is now open to anybody who cares to offer any questions or comments concerning it.

Mr. G. Herbert Smith (DePauw University): Is the psychiatrist part of your Health Service?

Dean Moore (University of Texas): Technically only. But the actually naming of the physician is done by more competent authorities than the dean of student life.

Dean E. L. Cloyd (North Carolina State College): I would like to ask Vic if the presence of psychiatrists on the campus has had a tendency to lessen the number of boys who come there in the eyes of their parents who have an inferiority complex? Any boy who has at least one thing wrong with him, his mother writes and tells me that Johnny has an inferiority complex, and "We want you to do so-and-so for that."

Has the presence of psychiatrists enabled him to get rid of some of the boys with this complex?

Dean Moore (University of Texas): It has given us an opportunity to dispose of them, and we have been able to do something about

Chairman Stephens (Washington University): Are these psychiatrists a part of your medical faculty, or do they come from outside?

Dean Moore (University of Texas): We have only one full-time and one part-time. This one full-time psychiatrist, Paul White, is a member of our Health Service on exactly the same basis as any other member of our staff.

Dean Bradshaw (University of North Carolina): Have you considered or taken any steps leading to the incorporation in your curriculum in any way of any so-called preventative mental hygiene instruction?

Dean Moore (University of Texas): No.

Dean Bradshaw (University of North Carolina): That has been proposed to us several times and we have always backed off. I was interested in getting your experience.

Dean Moore (University of Texas): There has been some consideration in the administrative councils, but we have also backed off so far.

Dean Fisher (Purdue University): I expected Dean Moore to finish by saying that if we were losing confidence in our jobs we should need a psychiatrist ourselves.

Chairman Stephens (Washington University): That may have been implied.

Dean Fisher (Purdue University): I also heard that the proper place for a psychiatrist is in a psychopathic ward. I sometimes think that is right. But nevertheless, I have been trying for four years to get the President of the University to agree to add some remuneration to certain members of our staff who might do some of that work. But he has not seen his opportunity yet to secure someone under that title.

We have on our staff at least two individuals who think they know something about psychiatric problems and treatment. One of them is a woman and the other a man, both members of the Department of Education.

I think these psychiatrists themselves need occasional advice from the dean of men. I gave one of our psychiatrists some advice which I think was good. No one else may believe it, and I do not think she did, but I told her anyway. We had in our student body, a young woman who would come up to her graduate work—a woman who was quite possessed with this inferiority complex. She had to borrow some money, and being a Chairman of the Committee on Student Loans, I of course heard her story. I talked with the woman psychiatrist. She is not so recognized, but she does some of that work, and after I had heard a good deal about this young woman's problem, I said to this woman psychiatrist, "I think the best thing you can do for this young woman is to get her a date."

She was afraid of the members of her own family, afraid of a man. Point your finger at her and she would fall over in a faint. I think that advice was good. If they got her a date, and helped her to hold that date, she would get over her inferiority complex.

But, that is a little bit aside from the men's side of it. We have had the need of psychiatrists on our campus, probably just as much as Dean Moore has indicated. But, on the other hand there are a large number of them who need only good advice and perhaps you and I, the deans of men, can give them that advice as well as the psychiatrist. This year I have had three cases which have needed some help. One of these young men was a graduate student who apparently went wrong within a week or two. At least his friends did not observe anything wrong with him until a week or two before they consulted me about it, and together we consulted the member of the educational staff who knows something about psychiatric treatment.

But, before we really got into action, the young man ran away from school. His father located him, took him home, and as we suggested, he put him in the hands of a psychiatrist. The young man committed suicide 24 hours after he got home.

Two other men who are members of our student body have performed that act for which psychiatrists call them exhibitionists. One of these we have disposed of or made a settlement of the matter. Giving the boy advice, made him think that perhaps we were helping him. The other case has not yet come to its completion. I rather wonder what a psychiatrist is going to do with a young man possessed with those ideas.

We have had other students who have attempted suicide. One or two of them have succeeded. One of them succeeded in doing it after he had been taken by his parents to consult a psychiatrist—a professional one in Indianapolis. I think the problem is a real one. I have asked the President of our University to attach one of these individuals to my Department for the coming year. I have not heard the report on my proposed budget yet. I do not know if I am going to get him or not. I will be able to use the man just the same, but I hate to impose on his good nature when he does not get paid for it.

Mr. R. L. Rivenburg (Bucknell University): I would like to tell Dean Moore what delicate, tactful way he has of persuading a student to go to the psychiatrist, especially before he has established the reputation for being helpful to your students.

Dean Moore (University of Texas): One of the most successful cases I know of was where we discovered a student was guilty of perversion in its most nasty form. He went directly to this doctor and did exactly what we told him to do. He laid all the cards on the table, and gave his history as far back as he possibly could give. It was corroborated by the boy's entire family. Dick, why do you tell how you made him go see Dr. White?

Mr. R. R. Rubottom Jr. (University of Texas): I found that going to the psychiatrist is a surprisingly simple procedure. In many cases I have taken them over and introduced them personally. I have avoided using the word "psychiatrist", and used "Health Service." They have not reacted adversely to, shall we say, friendly relationship between the psychiatrist and the boy.

In that way, he can immediately get busy with the boy. He closes the doors, and we do not know exactly what goes on, but he gets it done.

Mr. Smith: I would like to ask if you have ever had the experience where your psychologist has a tendency to make a case out of something that is trivial. In other words—the boy who is simply lazy and needs a swift kick. Is there a tendency to make a psychiatric problem out of that?

Dean Moore (University of Texas): This particular man has respect and admiration because he does not do exactly what you suggest. We had a man who came from S. M. I. who went into a depression. He said that his mind would not function. He could not do his work any more and his father was worried. He came down to see me. I went through the usual procedure, investigating to see whether he needed glasses or sleep, or whether he was living in the right place. Nothing seemed to be wrong with him. He just simply could not make his mind operate. I got him to go over to Dr. White. We went over the whole situation.

White finally said, "What makes you think that there is something wrong just because you do not get your law fairly easy?" I said, "I have always gotten my work fairly easy—always made A's. I never made but two B's in my life." It developed that he had made his A's in easy subjects. But, when one begins to take law in a law school, it takes a little bit more brain power, and the case was finally dismissed with the statement that he was expecting too much of himself. He was told, "Your mind is not as wonderful as you had made yourself believe. There is nothing the matter with you. You are finding that your course is hard and there is no reason why you will not eventually get it if you keep plugging along. You may have

take four years instead of three in order to get through the law course." The boy finally decided to go into the grocery business. (Laughter).

Dean Bostwick: (University of New Mexico): It seems to me that the success that psychiatrists have on the campus and the success with which the students can be persuaded to go see them is comparable to the success of the dean of men on the campus—the ease with which the boys may be persuaded to go see him. It all depends on who the psychiatrist is and what type of a fellow he is.

The year before I took up my present work, I will not mention the name in New Mexico because that has been mentioned before, (laughter) we had a psychiatrist there, a member of the psychology department. He was a well-trained fellow and quite capable in teaching as far as teaching was concerned.

My predecessor had a feeling that the right thing to do was to put him in a little corner office which was a part of the waiting room in our office. He was not the type of fellow you would picture as working with students. His nose was a little too long and his eyes were a little bit too piercing. He used to sit in the corner office and my secretary who was on the job then tells me that he used to sit with his nose around the corner and watch the victims come in. As they came by he would whisper, "Is that one for me?" (Laughter).

When I went there the President asked me what I thought about psychiatrist service in the university. I said that so much in my estimation depended on who he was, that I would have to see the man before I would know. We not only removed that psychiatrist from the office there, but we even tore the walls of that little corner out, so the students would not be afraid to go by the door. He especially had built up an antagonistic feeling among girls. You could not hire a girl to go in and see him on a bet. They thought those piercing eyes of his could look clear through and discern all the secrets of their innermost sanctum sanctorum.

So we eliminated the psychiatrist from the direct connection with the office and I have on several occasions sent students whom I was particularly well acquainted with to him to more or less find out what he time, I have discontinued sending them to him altogether. time. I have discontinued sending them to him altogether.

He was so put out about the fact that I did not send him very many that first and second year I was there. He has given up entirely now I guess. But, he was considerably perturbed about the fact and he went to the President to tell him that the year before I came, there were 440 boys sent to him for psychiatric investigation. We only have about 850 in the student body. I said that if there was that ratio, I was ready to move any time now. The President told me he would be there to explain about my not cooperating and all of that, but he gave me the very comforting assurance that I was the dean

of men and that it was up to me to decide which cases, if any, wanted to send.

I will not belittle the work a psychiatrist can do, because I think there are cases which are highly important and which perhaps we cannot handle ourselves, but I think that about 90 per cent of the cases may be handled without that service, at least in our institution, with just a little bit of helpful and thoughtful investigation on our part and a little bit of careful guidance and advice.

Chairman Stephens (Washington University): Have we any further offerings?

Well, I am sure that Dean Moore's paper and the discussion that has arisen from it have carried real illumination to us all. I understand that this closes what we may call the formal part of the afternoon program.

The meeting is adjourned.

....The meeting adjourned at three-forty o'clock....

BANQUET SESSION

THURSDAY EVENING, APRIL 13, 1939

The meeting convened at six-forty-five o'clock, President Gardner presiding.

President Gardner (University of Akron): Ladies and Gentlemen: I am very happy to welcome the wives here this evening.

I have been throttled all day long, and sarcastic comments were directed toward me. They have even tried to take this program and this opportunity away from me, particularly this table down here in front which consists of these moth eaten deans who have heckled presidents from time immortal.

There was to be no speech tonight to be made on my part, but they demanded one from me and I hardly know what I should address you upon. At any rate we are happy to have the wives with us tonight and I was cautioned not to be sarcastic or make any cutting remarks, and that spoiled a couple of things I had to say to you tonight. (Laughter). However, there was one about Eddie Cantor and the definition of the word marriage. He said that it was not a word, it was a sentence, and as I look around here I think it is more than a sentence. (Laughter).

I did tonight want to exercise my presidential prerogative to introduce people. I thought that at least I could do that tonight. They cut me off today and every time I tried to do something, I was bottled up—and I did so want to call your attention to several people. I was told there was a story in connection with that about Perry Cole when he was on a newspaper down here, writing up one of the eminent generals. You know how lousy Baton Rouge is with generals anyway.

He was writing up this article and he wrote something about a leading general and he called him a bottle scarred veteran. (Laughter). Well, the general came in and kicked about it, so Perry rewrote the article and the linotypist got at it again and this is the way it came out: That So-and-so, a very famous man and known to the community as a battle scared veteran.... (Laughter).

I was told that I should not attempt anything in the way of introductions because I would mess it up, but we do have with us, in addition to what ordinarily clutters up this Conference that calls itself illustrious, one or two very distinguished folks who honored us by coming this evening and I am going to ask Dean Heckel to introduce one of them for us.

Dean Albert K. Heckel (University of Missouri): Mr. President: The Executive Committee made an attempt to stage our Conference at a place where there would be no college, and inadvertently they parked on the doorsteps of a very old Virginia college. It happens

that although I am a "damn Yankee," I am a graduate of this Virginia college. (Laughter). The President of that institution was two years in advance of me and we played on the baseball team together. He holds the all-time record for a wild throw from third base over the first baseman's head, the ball going over a fence and landing in a pig pen. The first baseman very wisely waited until the runner touched third base when he popped over the fence and caught the man coming in at home. (Laughter).

This President and I are rather known as the two "rounders" who made good. (Laughter). At least he made good. I take great pleasure in introducing my old pal, Charles Smith, President of Roanoke College, Salem, Virginia. (Applause).

President Gardner (University of Akron): President Smith, we are happy to have you with us and we do not always perform this way. (Laughter). That reminds me of another story Vic Moore told me a year or so ago about the Englishman who went to Texas. One of these tough guys came up to him very well equipped—the way Vic was the other night—and said, "Where in hell have I seen you before?" The Englishman said, "I do not know. What part of hell are you from?" (Laughter). I will give you plenty of time to laugh, because some of these have moths on them.

I have read "Who's Who," and I have checked up on Washington and Lee and I really did a tremendous amount of work, believe it or not, in the preparation of a stirring fifteen or twenty minute introduction of our next speaker. I thought that this was the place for me to capitalize. Oh, I guess I even stayed up nights over it.

So, last night in the Executive Committee meeting, I was rather tactfully—you can imagine the tact that Lobdell would use (laughter)—informed that it might be better if someone who could command the King's English in the proper manner, someone who had intellectual stability, would introduce the speaker. The idea was that we were guests in a strange community and we had better pick out a gentleman—I think that is the way it was emphasized. (Laughter).

Next, the suggestion was who could be helped most by being given this privilege of introducing the speaker. (Laughter). Well, it looked bad for a little while. Dean Gilliam of Washington and Lee was absent, but he had a couple of "pullers" in there for him, and it was thought that probably it might be more helpful to him. You know how helpful the boys always are anyway. We got pretty hot along about eleven o'clock and finally we had a ballot on it, and we decided that although we were in what is sometimes known as a slightly tainted democratic community, we would dispense with the two-third ballot, and therefore, by voting for himself, Dean Lancaster got the great honor of introducing the speaker, so I am now going to ask him to introduce the speaker. (Laughter).

Dean Lancaster: President Gardner and Friends: After this very

delightful introduction, I am somewhat abashed at what I should say. I am reminded though, of a story I heard the other day. The gentleman from the hills of North Carolina said that he had been brought up to believe in only two organizations. Our friend, Don, has just referred to the democratic community in which we happen to be now. One organization was the democratic party and the other was the Methodist church. He said, "Well, I voted to put this fellow from New York in charge of the democratic party and gave him a mortgage on it up here in Washington, and now he has foreclosed the mortgage and the only political thing that I still belong to is the Methodist church." (Laughter).

Perhaps you will also remember the story of the school in Scotland run by the Presbyterian church—a boys' school, and the Chairman of the Board was a very large and distinguished looking gentleman, a minister of the church. The school was very well behaved when this gentleman arrived on his periodical visits. On one occasion the boys were all in the study hall, and suddenly the Chairman of the Board appeared at the back of the room, entering through the rear door. All of the boys but one saw him come in and there was a hush which suddenly came over the room. One little fellow continued to talk. The Chairman came up behind him and laid his hand upon his shoulder. He looked at him and said, "Son, do you realize who is here?" The little fellow looked up and said, "It must be God." The Chairman said, "Not quite, son, but here is two pence for you." (Laughter).

Our distinguished guest whom I am to introduce tonight has not given me two pence and he is not quite God, but he has been a distinguished professor of English, has been the President of two well known colleges of higher learning, and above all, he has accomplished what we Virginians and we Southerners and we Americans think of as an impossible thing. He has filled with distinction the Presidency of an institution that for five years was presided over by one Great American, Robert Edward Lee.

I take pleasure in presenting Dr. F. P. Gaines, President of Washington and Lee University. (Applause).

President F. P. Gaines (Washington and Lee University): Mr. President, Lancaster, Ladies and Gentlemen: Last Sunday night somebody asked our public hero Number 1, Charles McCarthy, whether he could really be true to Priscilla, and I suppose Priscilla did not have the charm that holds men as securely as these wives, because Charley said, "Frequently". (Laughter).

I dare say that, frequently, every dean in this group has been bored immeasurably by what we might call the executive loquacity. Indeed, I did not know what the presiding officer said when he mentioned that competency of deans in heckling presidents.

If I may digress into the purely personal realm, I should ask the privilege of expressing my own pleasure that this group has come to

Virginia. In a way, you ought to come to Virginia to see about the boys and girls from your own states who have come down to Virginia to go to school. Dr. Lancaster, who knows much about these things, and I agree that our Virginia colleges have about half of their students from other states and we shall be very glad to have your assistance in the chaperoning and guidance of those boys and girls who come to add to our own problems of that nature.

If I may speak further in behalf of the other institutions, of course you will see Roanoke College, but if you should go up the Valley toward Lexington and on to Sweet Briar and the other colleges every institution, and particularly ours insofar as I am qualified to speak, will be delighted to have you come.

In the little town of Lexington, if I may for a moment assume the role of the Chamber of Commerce, there is the institution with which Stonewall Jackson was connected for probably ten years, and in the town cemetery his body rests. There is also the institution with which Robert Lee was connected for five years and in the college chapel, his body rests, and either Dean Gilliam or I will be delighted to serve as your guide or give you any information that might make your stay there a more intelligible one.

I think Dr. Lancaster would say the same thing for that lovely college with all the lovely girls just across the mountains from us—quite too close for the academic stability of our boys. (Laughter).

I sometimes think that if a perfectly impartial and absolutely competent observer would come from another planet to this world and nation of ours and make some observations in the field with which we are primarily concerned, he would have two impressions perhaps above all others. One would be a sense of amazement at the immensity of education as a human enterprise, and thereby, I think he would pay tribute to what is one of the finest human traits—the desire, the self-sacrificing desire of those of us here now, to make available the wisdom of all generations for each generation as it waits impatiently to take its turn upon the stage of our destiny.

I think the second impression would be one of dismayed confusion at all the discordant phases in our educational world, of all the experimenters who have run off into some little laboratory of the human spirits and loudly proclaimed that they have found the formula for all the mystic alchemies of the soul, of all the pressure groups that clamor so loudly for all kinds of aid because theirs is the education for which the world has waited in darkness, for all the criticisms that fill the contemporary literature of our profession, by which everyone inside it and outside it has been unable to discern the point at which we fall short, and has laid bare the skeletons of our fallibility that we sought to secrete. And if he stayed with us long enough, he would find out of the confusion and clamor, there comes, from time to time, certain definite gains, as a great orchestra in which each man had been toot-

ing his own little instrument independently, falling into a compulsory harmony, and there would be for a little while, one note which would be treasured for all time to come.

Some think there are occasions when education takes one great step forward, and if I were asked to name one step forward that has been registered within the memory of most of us, I should say it is the conception of education as the training of the whole man.

I am not at this point, I assure you, giving a belated endorsement to the Y. M. C. A. triangle, which, with all my respect for the Y. M. C. A., constantly annoys me.

We have come a long way toward getting back into the basis of life, into the central unit of life, into the dominance of life, into what I should call the philosophy of life, if philosophy did not so frequently connote a static kind of affair, into the attitudes and adjustments and the appreciations that far outrun all mental penetrations and all mental acceptances, and I think it is a great gain.

Some wisecracker said the ancient conception of a college was a boy on one end of a log, Mark Hopkins on the other end of the log, and since we did not know anything about the boy and only God could help Mark Hopkins, we have spent our efforts on the log. I do not think that is true. We have found out something about the boy and we have spent our efforts on the boy and the girl, and to that end I think education has gone very, very far. Indeed, I am sure that if time permitted and I were to allow myself to go out on a limb, the thesis might be defended at that point as the final justification for the parent of education in which you and I have primary interests. I dare say that these gentlemen who are forever praising education, if they could only prove that point that a vast amount of college work is purely waste effort, the bright boy who runs through your institution in four years could take six months of seclusion in your library and come out and answer all the questions. He could tell you what kind of architecture prevailed, who was Queen of Egypt, and the maiden name of John Milton's second wife. He might even know the geography of the Balkan States.

But, it is because education has been able to do something to a man besides the depositing of mere information, that our type of education has found its large place in the heart of America, and we think it is a permanent place in the philosophy of America. That, I believe, is one of the great gains and that is a division of education in which your work takes a kind of preeminent promise.

But, it is not to defend that point of view that I rose, rather it was to assume it, and on the basis of that, to proceed, if possible, with some of the difficulties, because at the moment we are faced with certain difficulties of what we might call the education of the whole man.

One of the difficulties is inherent in the American educational sys-

tem and that is because it is the fact that our educational system has departed so far from the great impulses which gave it initial momentum. Education was born out of the church or higher conception of citizenship.

Take the Eastern seaboard colleges prior to the Revolutionary War. Every one of them was created as a dedicated kind of instrument for some end higher than the individual's own prosperity on that campus and if you take American public education as first conceived or rather first outlined perhaps, in the writings of Thomas Jefferson, you will see that that education was planned as a cooperative movement to provide on the one hand, leadership, and on the other hand, response of citizenship.

Those are mere axioms, yet we have come to a situation in America in which the recognized motive of education is a desperately selfish thing. In the mind of the average boy it is an avenue of economic escape, and we are beginning to pay the penalty for that sort of thing.

In my own reprehensible youth when I would make high school commencement addresses, I would plead with the boys and girls to go on to college, and I would quote certain impressive statistics to the effect that if they would go on to college, their gross earnings for a lifetime would be \$75,000 or something; whereas if he did not go to college, his gross earnings would be \$32,000 or something. And I would wax eloquent about that margin of affluence there by which they could leave the class of the Chevrolet and buy a Pontiac or something. (Laughter).

Then, having exhausted that field, I would go on to the familiar who's who argument and I would tell them—I have forgotten the statistics and I humbly apologize for ever having known them—that if they got a college education, their chances of making "Who's Who in America," which seems to have entranced our presiding officer, would be enhanced, and they might get their name in there if it commenced with the right letter.

Then there was, of course, the conception of social prominence. We have no classes in America, but there was always the implication that Aristocracy, after all, is a derivative of academic digress, and that the ribbons that we wear are probably the Phi Beta Kappa's or whatnot, and that we thereby have made ourselves impressive in the eyes of our fellows. The consequence is that we have in America today, a group of young people who are asking of education a compensation in dollars and cents, or an enhanced ease of life's endeavors, or some blaring of trumpets to emphasize their own significance.

And, when they got to college, we did pretty much the same thing. We got the classes together and told them what the college could do for them. I began on a fresh track last fall with our freshman class, and I made my first speech on what you can do for the college. When

they are out of college 25 years, Mr. Jones or his equivalent can look back across and find that if the average lawyer got \$4,500 a year and the average doctor, \$4,200 a year and the average politician, \$3,800 a year and the average school teacher \$900.00 a year, education was good and it had met the final test.

We are faced therefore with an education which has become almost incredibly egocentric. It has become the instrument of a rigid, exacting, selfishness on the part of our boys and girls.

As we turn from that to the world in which we go, we find in 1939 that these boys and girls are facing one of the bleakest worlds that any group of youth ever looked out upon if they looked through spectacles colored to the hues of self-interests. There has been no such world in my recollection.

I grew up, after the Yankees got through with this country, in desperate poverty, but we were getting better every year. We have poverty now, and in addition, we have an almost inconceivable menace to life.

I talked with a professor from the University of Paris. We had been in a Board meeting in New York City, and I asked him a casual question as to whether anybody in France thought there was going to be a war last fall. He said to me, "The most devastating consequences of Europe falls exactly upon the college and university boys," and he added, "They believe that the span of life granted to them is not more than three or four years after which they will be shot off the face of the earth. Why then should they fool around hunting the binomial theorem or reading about the culture of an ancient Greece, or submitting patiently to the little routines supposed to be productive of lifetime disciplines, when the minutes of their lives are ticking away like that? They find no release except in a kind of cataleptic fatalism, or in a degenerating epicureanism."

Now, in a slightly, very much smaller degree that situation faces a great many youths today. I think it has penetrated into the consciousness of American youths. If I may be permitted one more illustration, I had a man from England, one of the Directors of Lloyds, in my house, and he told me that he had a nephew eighteen years old for whom he was guardian, and that a few weeks ago this boy came to him and told him he wanted to drop school. My friend was astonished and asked him why. The boy said he wanted to learn to ride extremely well in a steeple chase. The boy said, "I doubt whether we will have three years before a war catches us all, and I want one thrill out of life before I go, and I believe I would rather ride in a steeple chase successfully for that one thrill."

It is no use to turn insane with fury against men that create a world like that for boys and girls. We are faced with that paralyzing of their philosophy of life and it is quite immaterial whether the war

comes or not. The effect upon their philosophy of life is one and the same, because of the dreadful, the ominous threats that they face ahead of them.

I think that I sometimes catch that in our own boys. Not that any one of them said to me that he was afraid he would be shot or wanted to ride a steeple chase, but the unpredictable future and the chances that are against the fulfillment of life have written themselves in such huge letters upon the consciousness of these boys, that all their programs have no white space upon which they may be depicted.

That is where the guides and advisers of men find themselves today, in a world in which education through the materialistic emphasis is becoming enormously egocentric, and an environment which is bleak and grim with despair. No wonder the boys and girls of intense competence and of high spiritual sensitiveness are becoming introverted and full of neuroses and weakened in self-control and down to a defeatist dog philosophy for the life that is ahead of them.

It is that attitude that you and I are called upon, in addition to all the tumults that beat within adolescent souls, to take some recognition of and make some allowance for, and if possible, make some prescription for.

What are we going to do about it? Well, we are going to do to some extent what we have always done and that is to try to turn them out of themselves first of all into group awareness. That is one of the justifications for the kind of an institution which you and I have. We can develop there a group awareness. It is a very useful thing, a very powerful thing.

When I get a particularly homesick boy, which I do not get very often, I beg him, after I have exhausted every possible source, to stay with us until the first football game has taken place. Now, judging from the recent records of our teams, I do not expect a victory to anchor him to us at all. But, in that little moment of competition, I hope the inevitable competitive spirit of the boy will be called forth in terms of his group and it will suddenly be his team out there. If it wins he will be a leader, and if it loses he will be, I am sorry to say, humiliated or depressed, and therefore he has come for the moment into that kind of expansion of his soul by which he is one of a group, and by becoming one of a group, he has caught up.

That seems to be one of the greatest possibilities we have in connection with our campus education, if I may put it that way.

Walking away from a graduate school class that I handled one day in Columbia, I happened to fall in with a lady who was in the class—very brilliant too. She had the extraordinary combination of adequacy of penetration and power of organization and affluency of expression all in one, and I took it upon myself to tell her and congratulate her and predict for her a very great future in her field. She said to me,

"If I had my life to live over again, I would not teach English, I would go into physical education." I was dumbfounded as a good English teacher ought to be, and said, "Do you mean to tell me you would not continue with these priceless treasures of the human fancy, you would go out there and teach them how to knock a tennis ball across a net or something?" She said, "Yes, because the physical education phase of a curriculum is where we can make students aware of group relationships."

I thought the woman was crazy, but she had more sense than I did at that moment, I assure you. Now, there is a great danger in group relationships. If the boy that sees my football team lose or win develops against the other side at the same time as he is developing this heroic consciousness of our side, he is paying the penalty for group relationships. It is the penalty we pay for partial loyalty. It is the penalty this country paid in the middle of the last century, so far gone now that thank God it remains only in the diluted vein of our attempted humor.

At the Louisville Convention, if any of you were there, you remember the story told about the politician up somewhere in Northern Ohio. He was exalting the Republican party. He said, "In the cold sections of this country everybody is a Republican. As you approach the Mason-Dixon line you find a few Democrats. If you go into the regions of the South, you find the majority of the Democrats. If you keep on to Hell, it is unanimous." (Laughter).

There, surviving in diluted humor was the expression of partial loyalty, rooted upon a corresponding scorn or contempt. That is a fearful thing, and in the alignment with the group which does not free itself from the partial loyalty, we have exactly what seems to be the trouble with the world today—an intense immolation that goes only a little way and therefore becomes greatly dangerous. And, what shall we do beyond that?

I think the next step beyond that is to transmute the group sense into the acceptance of the ideal. I hope I am not talking in generalities. The best example that I can think of is one I have often used and it is somewhat gruesome. I apologize for it. In Mr. Bertrand Russell's essay on education he says that the final capacity of the educated man is his ability to champion the abstract ideal, and the emphasis there is on the word "abstract." Then he uses an example that I think is possibly unfortunate, but it seems to me that it is impressive. He says that "Anyone who has ever had a member of his family die with cancer as I have had a member of my family die with it, can never forget the hopelessness and the terror of that experience. That person would be willing, if there was anything in the world he could do to promote the fight against cancer, to do anything remembering that dear face that twisted in pain and then relaxed eternally because of cancer. He would go out and fight it to the last days of his life."

But, Mr. Russell said that anybody would do that. The educated person is the one who can take a chart on a piece of paper and watch a line go up, up, and up, and feel the same thrill of horror and same energy of resolution because of his abstract situation. That is the educated person. It is really a prolongation of the power of imagination to see in the abstract ideal, the faults that forever make or mar the life which we live. Anybody in the world would oppose war, I think, if it took out his own son and you watched the little boy who still had the smile you saw in the cradle, you watched him march with a lot of other boys into undefinable, brutalizing experiences, to be killed or to kill. You would stand up and fight to the end of your life against that, because your loyalty to that boy wraps your heart around him and in addition to that, the educated person sees the Chinese boys and the Spanish boys, the German boys and the Italian boys in terms of the abstract terror of what makes an abstract situation. But, the ideal is there.

We begin that on our own campus with the simplest things we know—your son on yours and I on mine. We begin with honor and we begin with kindness and we begin with humility, let us say, not because those things are going to make money for the boy and not necessarily because those things are going to help him escape certain terrors that may fly by night and go by day, but because those things give to human life a kind of redemptive value. We build up a sense of honor and we build up friendliness. We try to do away with snobbishness and with complacencies in order that those boys may have some correct perceptions beginning in their campus experience that will widen and widen until at the end, they can stand with what Mr. Huxley said. His definition of true religion was: "That, which if any man would add to it he would obscure."

You have pulled his front feet out of the trough and set his eyes upon the stars. Of course that implies, if my sequence is true, that those of us given the privilege of living influentially around them, must believe that certain ideals are worthy in themselves and believing that must exercise the resources, the efforts of our direction.

Boys cannot be made honorable or kind or humble by lectures, even from the most felicitous phrases of a dean. Those things are absorbed by enthusiasm and become a part of the soul of the college, if I may borrow that fine phrase. They are imitated from those in whom the ideals have become eloquent and luminous. But the end of the boy's life through all the avenues of indirection that after all determine his destiny is entered only if those of us who have the privilege of influencing them believe in certain ideals.

I would like to say that in the twenty-five years that I have thought of this field, the finest definition I have ever heard of a teacher's task or adviser's opportunity is a single line of poetry—one line and no more. It is, however, the climax of a longer poem that has in it the

germ of one of the lovely and tragic narratives of our literature. It is the last line in the story of the little Pompeian—as she tells the story of her life. She was dying, you remember, just seventeen years old—not much older than Juliet. In the last clear moment of consciousness that came to her, she passed in review the tragic little drama that had been her life. She thought of the parents who had reared her very poorly and sold her into what they thought was the aristocracy of matrimony, and she forgave them. She thought of her husband who married her thinking she had money and finding that she had none, tried to corrupt her, and finding her incorruptible, he dragged her name through the mud. She thought of the little baby boy, two weeks old, she had left in the world, and she prayed God would stoop the childly heir to its marshall of creation now that the hand he trusted to receive it drops and lets the flower fall.

Then she thought of her teacher, the young priest who told her what life meant and of him she said one sentence which is the definition of a teacher's task and the delineation of a teacher's ideal. Thinking of the priest she said, "Through such souls alone God, stooping, shows sufficient of his light for us in the dark to rise."

In a very great darkness, some of these boys and girls on American campuses tonight may be swinging into jitterbugs as a nervous reaction of unendurable dismay, and whereas the light of God through such souls alone, God stooping shows sufficient light for them in the dark to rise. (Applause).

President Gardner (University of Akron): President Gaines, I think that anything that I would say would be futile in trying to express our deep appreciation, Sir, for your kindness, and your most beautiful message. We stand adjourned.

....The meeting adjourned at nine-thirty o'clock....

FRIDAY MORNING SESSION

APRIL 14, 1939

The meeting convened at eleven-five o'clock, President Gardner presiding.

....Round table discussions divided into three groups according to the size of the institutions, were held, starting at nine o'clock..

President Gardner (University of Akron): The meeting will please come to order.

I am going to ask each of the Chairmen or the Secretary of each group to make a brief, say ten minute, summary of what went on in his specific group. It may not be in detail, but it will be enough to tell you what has gone on.

At this time we will turn to the small institutions and we will ask Dean Schultz to come forward and present what went on in his group.

Dean Schultz (Allegheny College): Mr. Chairman and Deans I think the best way to report what went on in our meeting is to describe the procedure and give you the general topics.

We went around at the request of the Chairman and had each member of the group present problems that seemed to him of particular interest. I should like to read a list of these topics so that you will know what was in the minds of the members present. Here is a list of the topics and questions:

What the real functions of the dean's office are, and what should be sloughed off.

What is the system of dealing with student dishonesty?

Dormitory problems.

Matters of government administration and whether and how the general educational philosophy is expressed in the dormitory situation.

The question of the growing slouchiness among men students.

The problem of week ends.

Religion on the campus.

The night school problem, which had interest especially for the technical schools.

Student cooperatives.

Radio and automobile situations.

Compulsory class attendance.

Organization life on the campus.

The use of psychiatrists.

Fraternities.

Drinking.

The fraternity system versus the student responsibility.

Admissions.

Correlation with the dean's office of various personnel and other guidance agencies.

Actually in the time allowed, we got down to a discussion of the following points which seemed to come up as having the most interest to all, and the discussion consisted very largely of an exchange of experiences and practices on the various campuses.

First, considerable discussion of dormitory life in all its phases—administration, discipline and so on. Second, matters of mental and physical sloppiness. While there was some discussion of dress, the discussion mainly had to do with matters of mental sloppiness, cheating in particular.

Organization of campus life, fraternities, honorary fraternities and clubs, and then more specifically, the social fraternities were discussed, and for some particular reason, they were linked with the problems of automobiles and drinking. And finally, the question of admissions and recruiting by those concerned with that phase of college organization.

Out of the meeting, I should say there are two generalizations that can be made: First, that while we were grouped as a number of similar institutions, there seems to be a wide variety of practices and set-ups even among the institutions of approximately the same size. We feel, however, that there was better unity for the discussion and more common problems were presented than would be the case in a general meeting.

Second, and this was by vote of the group, that we should like to have a place on next year's program for a similar conference. It seemed to be the desire that a longer time should be allowed, preferably with a question box, with questions submitted beforehand, and that this should be held earlier in the Conference.

There were twenty-two institutions represented.

(See Appendix C).

President Gardner: Thank you Dean Schultz for a very concise report. I think we will discuss them all and have general comments after the three are in. Who is going to speak for the middle group?

Dean L. W. Lange (New York University): The Chairman of our group is very efficient, he makes the Secretary do all the work!

The medium sized group is not at all bashful. We covered everything and settled most of those 54 points and we kept the discussion on a rather a high plane until Lobdell came in, but then we had a good time. (Laughter).

Considerable time was spent on the reading problem: The fact that freshmen as well as the other students simply do not know how to read. One very good point was brought out here by Jordan. He said that in his work in orientation, particularly in reading, he has probably saved enough students for the college to pay for the rest of the orientation program. This might be a good suggestion for justifying the work from a budgetary standpoint.

Neidlinger spoke about Dartmouth and the fact was a bit discouraging when he told us that the preliminary conclusion for the group at Dartmouth, showed that there was no significant relation between reading ability and college achievement. Of course that is limited only to the Dartmouth group and might not hold for schools generally.

The second big point brought up had to do with the personnel office as a "catch-all" around the campus. Dean Metzger let off some steam there, reminding us that we should be careful of the functions which we assume.

Further, Dean Metzger brought out the idea that whatever has to do with student welfare, rightly belongs in a student personnel office. In other words, if we attempt to take the list of 54 items that we have been discussing in the functional study and try to see how many of those we can set aside, delegate, and slough off, as the expression was used before, we may not be doing our full job. He pointed out that the work is not so much to get rid of functions, but to so organize the personnel office that the dean of men becomes the administrator, the supervisor, the chief executive. He should have a full and adequately trained staff under him so that the work can encompass all of these 54 points.

In other words, there is a place for an academic dean to take care of the instructional end. There is a place for a financial officer to take care of the financial arrangements between the students and the college. All other student relations belong rightly in the deans of men's office. Rather than get rid of functions, our job should be to coordinate them and head a centralized department.

Our Chairman, Mr. Bostwick brought out the idea that he has so many details to handle personally, that he simply cannot get to the things he feels are his real job. On that point, Neidlinger had a suggestion. He has an arrangement at Dartmouth whereby he reaches, not the individual student so much as the key men in his Dormitory Committee, in his Fraternity Committee. By reaching those key men, he is able to solve a lot of the minor disciplinary, social, and personnel problems through the students. As he put it, he has 150 assistants who are glad to help in working with the other students.

The third big point seemed to be the control of student publications—how to effect university control without censorship—which is evidently a problem in most colleges. Several suggestions were made there, the crux of which seemed to be that you must educate the students beforehand and that you must try to get the proper men into the staff positions. That is easier said than done.

Congdon brought out a good point as used at Lehigh. Before a man can become a staff member, he must do two things, take courses in journalism and also take certain examinations, testing not only his knowledge of the technique of running a paper for example, but also general information. In this way it is possible to break up any self-perpetuating groups.

Marriage courses came in for their share of attention. The chief criticism there seemed to be that they were usually conducted by unmarried members of the fair sex and of our own bachelor group. However, in at least one place, the question of sex information was solved by giving it to the men in their physical education course. In another instance, I believe at the University of Maryland, it is given in lectures that are separate from the usual marriage course.

The dormitory problem also came up. The main points seemed to be that small units are most effectively managed, and by small units was meant about 60 boys to a unit in a three-floor building.

Student union management came in for considerable discussion. It seemed agreed that some joint method of faculty and student management was best, that if it was not possible to hire a full-time student union manager, a faculty man might be given added compensation for managing the union. In other cases, the man who managed the student union was also given several other jobs of similar nature in order to round out a full-time job.

Sherman at the University of Akron was wondering about his new student union building—what rules to have. It seemed to be agreed that the fewer rules the better. If it is student union building, it should be for the students and as such, it is generally pretty well taken care of by the students.

Discipline offered a rather interesting discussion. The two alternatives of course were to have the dean of men as an individual handling all discipline or to have a committee on discipline. The consensus of the group seemed to be in favor of the committee for the extreme cases, perhaps allowing the dean of men to handle all the minor cases. Also, it is advisable to have as much discipline as possible handled by the students themselves without ever having it come to faculty attention.

The question was raised as to what to do when a man falls into the hands of the civil authorities. Apparently there are diverse methods of handling this. In some cases the police department turns the

young man over to the college authorities for proper attention. E it was pointed out by Dean Lobdell that in the larger communities is probably saner to view the student as any other citizen. He should be put on his own responsibility and should take care of his own case if he manages to get into the hands of the police. It was pointed out that a night in jail may not be a bad experience, even for the dean of men. (Laughter).

Finally, one point that might be of some interest to the young fellows in this work—the minutes, the proceedings of this Association are truly an invaluable source of information on all types of personnel problems. If you are wondering what other colleges do about some new problem that confronts you, you will probably find that somewhere in the minutes the same thing has been discussed at least a dozen times. You are urged to make full use of those proceedings.

I believe that while no vote was actually taken, the group felt that it was decidedly worthwhile to get together in a fairly homogeneous group and would certainly like to do something on the same order next year. (See Appendix D).

President Gardner (University of Akron): Thank you, Mr. Lange

Who will speak for the large institutions?

Dean J. H. Newman (University of Alabama): Mr. President and Gentlemen: Before we came to this meeting, a list of questions was sent to representatives of about twenty-five institutions to get them to indicate some preference of topics to be discussed here. These questions were prepared by Dean Findlay last year and we did not get to discuss them at the meeting then.

The questions resolved themselves into about five divisions: Personnel service, housing, discipline, office, and orientation. We did not have time this morning to have any discussion on the last two topics.

The first subject we took up was the matter of personnel service, which has been the theme song of this Conference from beginning to end. It was the feeling of this group that the dean of men will not continue as an independent officer unless he heads the coordinated program. The members of our group felt that the trend was somewhat toward a coordinated program in the institutions represented.

One definition or one explanation was made which may not have occurred to some. In some of the larger institutions the work is entirely too large for the dean of men to take up the coordinated functions as well. In other words, the work of the dean of men is enough without taking on the additional duties that might result from a coordinated program. It was agreed that we are in a transition period and that coordination is desirable. The individual institutions will have to determine whether the dean of men will be the one to coordinate the activities or if someone else will do the job.

Dean Moore told us we must not get the jitters over this proposition because with our experience and background, we should be the logical ones to coordinate the different activities. I may be mistaken in some of these points because there was a very finely drawn discussion on the two propositions.

Dean Miller pointed out that in his institution he had become dean of undergraduates and that in the course of time the dean of women would become an assistant dean of undergraduates. It was my understanding from Dean Miller that all of these activities left very little time for the counselling of students. Dean Gardner paid our group a visit and commented on the fact that we have two areas in which we can work: First, the group life on the campus, and, second, with the individual students themselves. For a long time this Association has insisted on, or expressed a preference for, the individual contact with the different students.

The executive officer's duty in a centralized set-up would be to coordinate somewhat the group life on the campus and to supervise the activities of the men who will be coming in contact with the individuals.

It was pointed out that more assistance in the office or in connection with the office would help, such as the psychiatrist Dean Moore has at Texas.

It was agreed that this Association is the proper group to come forward with the program which is to be carried out in the colleges and universities. In other words, we should decide on the question of centralization and coordination and take the lead rather than sit back passively and let it be decided for us.

The next matter which came up was the question of housing. Dean Park raised the question of what effect the dormitory buildings or the expansion of the dormitory facilities would have on the fraternities. In this matter, we are confronted by facts. We have the fraternity system on most of our campuses as well as the dormitory system. We will continue to have both. At Michigan, the fraternity members are not allowed to live in the dormitories, and all freshmen, including the pledges, have to live in the dormitories.

The question was raised as to whether or not it was desirable for the college or university to continue to house as many students as possible in the dormitories. The answer was that it was most desirable. There was a discussion on the cooperative dormitory, which term needed definition. It was found that one group had in mind a real cooperative enterprise where any profits were given back to the students—that is, any savings were given to the students themselves. The other group used the term cooperative as meaning simply a low cost dormitory.

The matter of manners came up in reference to the services ren-

dered by these cooperative dormitory units. Will the man in the cooperative house receive the same cultural values in his education as the man who has the privileges of the better dormitory facilities, or of the fraternities? No definite comments were made in answer to this question. There is an optional course at the University of Pittsburgh in the subject of manners and general conduct. I think Purdue also has something of the same kind.

There was some discussion on the rating of rooming and boarding houses as A, B, C, and so forth. Dean Heckel at Missouri said that this list is publicized at his institution and the rent is charged in accordance with the rating given. Michigan limits the contracts to all approved houses. There was one institution that limited the contract to only class A houses. Another institution had the requirement that freshmen could reside only in Class A houses, in the dormitories, and in the fraternities. I think that all of us, sooner or later, will come to some form of rating these houses, having some system of supervision or making some classification of the different rooming facilities.

Dean Heckel pointed out that the basement rooms were presenting a real problem in the housing question. Dean Moore reminded the group that the proper conditions for quiet study would be one of the main points to be observed in having a dormitory unit. He made another fine observation in favor of the dormitory which has the rooms in segregated units. Division walls extend from the basement to the roof, thereby cutting the building into separate parts or units. This segregated unit plan reduces the noise and confusion to a minimum. The old corridor type was simply a long hall or corridor with long lines of rooms opening into it from both sides. The corridor type of dormitory was an open invitation to disturbances of all kinds.

There was some question about the nine months contract for students in rooming houses. There was a division of opinion on this subject. Some felt that a nine months period of time was too long to be confined to a room that one did not like, while others felt that something would have to be done to protect the householder as well as to make the students abide by the regulations. In pointing out the supervision of the different boarding houses, or rooming houses, the matter of defective wiring was mentioned. Adequate floor plugs will have to be installed to avoid certain fire hazards. The cooperation of the local and state fire inspection units can be enlisted in helping to enforce this provision.

In reference to discipline, Dean Findlay wanted to know what penalties could be used between the terms probation and dismissal. A general discussion followed, but I am not sure Dean Findlay's question was answered. We found that one institution had a very severe ruling in putting a notation on the person's record that he had been on probation, and that fact remained on the record indefinitely. Another opinion was expressed that if the terms of the probation were met, the student should not be under the stigma attached to probation. In case

the penalty was served out, the registrar would not include it on the permanent record.

One man said that he has a committee on discipline to which the students can appeal if they are not satisfied with the decision of the dean of men. He said that very few appeals are made to that committee. One very good point was made when it was said that the discipline committee deals with the offense, while the dean of men is dealing with the boy himself and not necessarily with the offense. To me, this is the germ of our work.

Dean Moore said that probation at Texas included five things: First, the warning; second, the boy is barred from extra-curricular activities; third, he may not pledge a social or honorary fraternity; fourth, he loses his absence privileges; and fifth, he cannot run for a student office.

Dean Bursley described an interesting practise in which he said that in dealing with a student he would have the student himself write out a statement of the offense and also what action was taken. Then he would seal that statement in an envelope and say, "All right! Now you are on probation. If anything else comes up, I will hand this envelope to the discipline board. If you have no other trouble, we will let the thing be settled according to the sealed statement. When you graduate from college, we will destroy the statement in the envelope."

Dean Bursley said that he had used monetary fines in a number of cases. No one else present had used this idea.

A few votes were taken to get a general idea of certain practises in the different institutions. The Interfraternity Council organization was satisfactory and serving a real purpose in six of the institutions represented. Ten institutions cooperated in helping collect room and board accounts by withholding credits. There were two institutions that had student labor boards to determine or help work out the hourly rates which are paid students for student labor. One was an unofficial board, however. The discipline was handled by the deans officially in eight institutions and unofficially in three institutions.

We had one representative who is charged with the supervision of athletics, and four who served on the faculty committees of athletics.

Mr. President, these comments are from the rapid fire order of what was taken up in our meeting. No doubt, the men of our group may be surprised themselves to know what they may have said from the account I have given here.

I thank you.

(See Appendix E).

President Gardner (University of Akron): Thank you, Dean Newman.

The Executive Committee in planning this round-table discussion this morning deliberately shortened the time which in their judgment might be necessary because we wanted to give you a chance to discuss it and not to bore you if you did not care for the idea. I would like to have a show of hands of those who would like the incoming administration to continue this idea in the next year's program. How many are in favor? How many are opposed in any way? I do not see any against the idea.

Then, we have the suggestion that a certain number of questions be either sent out or accepted by the Chairman of the groups prior to the meeting so that you may have it better organized.

May I ask another question? What do you think of the three group idea? Is there a feeling that there should be more groups? Do the three seem to hit it pretty closely?

Evidently you are in agreement with the three groups. Are there any general comments which members who participated would like to make, or any questions which they would like to ask?

Dean Lanfear (University of Pittsburgh): I think we ought to have a little more time for the round table.

President Gardner (University of Akron): And also earlier shall we say the first afternoon of the meeting? Does that seem to be the general agreement? Have it, shall we say, all afternoon?

What do you think of the value of reporting it back to the general Conference? Is there much value in that?

Dean Lange (New York University): If there were one or two or possibly three questions discussed by all the groups, then there might be more value in reporting the findings from the several groups.

President Gardner (University of Akron): That is a good suggestion. Are there any other suggestions about it?

Mr. Pellett (Western State Teachers College): Why would it not be possible to have a Chairman appointed earlier in the year to formulate a series of questions to be sent to us before we come to this meeting, during which interim we could have a chance to check ourselves to see what we are doing and have a better basis for discussion perhaps, than just mere rambling?

President Gardner (University of Akron): That will be the idea for next year—to have the questions sent out.

If there are no further questions or suggestions, the Secretary has several announcements of importance for us and we will take that up now.

Dean Turner (University of Illinois): I think you would be interested to know something about the registration of this meeting.

This is the second largest group we have ever had. The meeting at Madison was larger, but when you boil it down to the people who were deans and assistant deans last year, there were 94 in attendance at Madison and then we had 66 on top of that who were there as guests.

At this meeting we have 88 people registered, which is very interesting. The third highest meeting was in Gatlinburg in 1931 with 83 in attendance.

I have two letters that might as well be read. One is from Sam Arnold:

"I have looked forward all spring to attending the National Association of Deans meeting at Roanoke. I find now that it will not be possible because of conditions here. I am writing to express my regrets. I hope that you will have a good meeting.

"Please give my regards to my many friends who will be present.

Sincerely yours,

(Signed)

Samuel T. Arnold."

Here is another one from Lonzo Jones. He writes:

"Please extend greetings of Dean Rienow, myself and Don R. Mallett, to the Deans in convention and our regrets that none of us will be able to be present this year.

"I hope the convention will be a profitable and happy one, and I am sure sorry that none of us can be there.

Sincerely yours,

(Signed)

Lonzo Jones."

The Executive Committee has not made a financial report to the whole group. If any of you are interested in seeing it, you are most welcome to do so. I might say that I have gone through the mill of the Executive Committee, and if you are not satisfied with them after you have seen them, come right around and we will certainly give you a chance to see the financial statement and the treasurer's report.

President Gardner (University of Akron): He does not get away with anything.

Here is another wire to Fred:

"Touched by kindly thought and deed. My loss is your gain. But thanks a million.

Stanley Coulter."

Now is there anything else to come before the Conference this morning?

Dean Park (Ohio State University): I suppose this is probably a matter for the business session, but since I will not be there, I like to bring it up now. Has any action been taken relative to the loss of Deans Massey and Trautman during the year?

President Gardner (University of Akron): We expect to take that in resolutions. I think we might let that go for a while.

However, Dean Park, as you are not going to be here this afternoon, will you report then for the Honorary Fraternity Committee? I was going to ask you to do that at the business session. Will you do that now?

Dean Park (Ohio State University): Those of you who are in the organization may not know that some three years ago the Association of Deans of Men became interested in the problem of honorary and professional student societies. A Committee was appointed to study the situation and reports have been made at the immediate preceding convention to this.

In the period since we began to work on this problem, the United States Office of Education has become interested in the problem, and a conference was set for May, 1938, to which was to be invited a number of persons interested in this question, members of the society and officers of the colleges and members of the staff of the Office of Education.

For a number of reasons, this meeting was repeatedly postponed and just last Thursday I had a word from Commissioner Studebaker that the conference would be held on the 21st and 22nd of this month in Washington.

Now, this represents merely a progress report, but if there are any questions with regard to our attitude toward these societies, I will be happy to take five minutes or so, if it is available, to try to answer such questions.

President Gardner (University of Akron): Are there any questions you would like to ask Dean Park about it?

Dean Heckel (University of Missouri): What is the objective of the Committee?

Dean Park (Ohio State University): It is hoped that we can encourage the growth of useful societies, discourage the rise and growth of those which ought to be classed as rackets and establish a series of definitions that would be recognized as applying to college societies and perhaps to serve as a source of information to which persons could turn when they were approached with the idea of recognizing or approving new societies.

At the present time, the students are spending hundreds of thousands of dollars on college societies. Many of them are worthwhile, well managed and economically run. Others are decidedly not in that class.

Dean Arthur S. Postle (University of Cincinnati): What objective criteria have you found in determining the sheep from the goats?

Dean Park (Ohio State University): The definition we worked out appeared in the minutes of the Wisconsin meeting and I will not take time to go over that here. They are rather lengthy. But, I rather assume that as a result of the meeting on the 21st and 22nd, there will be more teeth put in the resolutions and we will see the Office of Education doing a job in a far better way than your Committee could hope to do it. It has had to be an extra-curricular affair with us. We have been working on a \$25.00 budget, which is quite a budget for this society. The Office of Education will undoubtedly put someone on the job who will give a substantial proportion of time to it, and it will be done much more thoroughly than we could hope to do it.

President Gardner (University of Akron): If there are no further questions, we thank you Dean Park. I think the Committee is making the desirable progress which some years ago we hoped it could make. Is there anything else to come before the Conference this morning? If not, the meeting is adjourned.

....The meeting adjourned at twelve o'clock....

FRIDAY AFTERNOON SESSION

April 14, 1939

The meeting convened at one-fifty o'clock, President G. presiding.

President Gardner (University of Akron): The meeting please come to order.

I have a telegram here addressed to me which I would like to

"Dr. Don H. Gardner, President National Association of Father Confessors, Vocational Counselors, Financial Advisors, Juvenile and Parent Welfare Guardians, Etc. Hotel Roanoke, Roanoke, Virginia—

"Alpha Tau Omega sends hearty greetings and best wishes for a most enjoyable and worthwhile meeting.

Stewart D. Daniels."

Now, a good many people have felt that some of the discussion which we had in Philadelphia on the athletic situation and related matters, recruiting, if you will, were of considerable importance to and so we made an effort to get men from different sections of the country to present their feelings about it. We told them to do what they chose with the subject. We asked them to take twenty or twenty-five minutes apiece so as to save sufficient time for discussion.

The first name which was suggested to represent New England was one which came naturally to our minds and naturally to you Dean Neidlinger—and we are going to ask him to present his views on this subject—"Professional Trends in Intercollegiate Athletics."

Dean L. K. Neidlinger (Dartmouth College): Mr. Chairman Gentlemen: I have long dreaded the moment when I might be called upon to rise and "present a paper" before my peers. There is something frightfully academic about that phrase. It implies that the speaker must know something more about his subject than any of his listeners and I have never found either a subject or an audience that allowed me that conceit. (Laughter).

But from all the important topics that come before this august company from year to year, your President has fortunately invited me to speak on the one subject to the consideration of which I may bring an unusual experience.

As a youth, and as an undergraduate, and for a few years after college, I played football and hockey quite successfully under the direction of coaches varying from the sweet and noble Latin teacher who trained my high school team to the robust Simon Legree who tried to break my neck and my spirit in the first of my varsity years. I was an assistant football coach at a school and a college for several

years during which I was otherwise engaged in the manufacturing business. And I was for six years the head coach of hockey at Princeton University where I had gone, somewhat belatedly, to study architecture. I have known intimately many coaches and players. I learned the problems of administering a college athletic program through six years of service on the Dartmouth Athletic Council. I have learned the problems of keeping athletics in their place through six years of service on the Committee on Administration of the Dartmouth Faculty. I have learned the complexity and futility of rules from six years of service on the Hockey Rules Committee of the N. C. A. A. And within the last year I have quite surprisingly been dragged into a vice-presidency of the National Collegiate Athletic Association and a place on a committee to study the relationship of scholarships to athletic subsidy, this committee serving the Association of New England Colleges for Conference on Athletics.

I believe in the educational value of supervised intercollegiate athletics.

I believe that college athletics are neither the most important nor the least important branch of undergraduate activity.

I believe that the amateur spirit is a mark of character.

I believe that there are three evil forces that disturb happy intercollegiate relationships: Ambition, Jealousy, and Suspicion. These are human faults, not faults of organization or management, and they cannot be legislated out of existence.

The trend toward professionalism and the countermovement to eliminate intercollegiate athletics altogether are both attempts to destroy the causes of rivalry and friction and to reclaim public interest in the colleges from athletic activities and focus it on academic activities.

It is my opinion that professionalism will not alleviate our difficulties and will destroy the sound educational values of college athletics. Elimination of athletics will be equally destructive to sound values and merely substitute new difficulties for familiar ones.

I must establish one premise upon which to argue that athletics are educationally important. I believe that: An intelligent, unprincipled man is a menace to society; an intelligent, undisciplined man is a nuisance to society; and an intelligent weakling is useless to society. The college that is content to effect the development of intellect alone fulfills its primary function, but only in the narrowest sense; and it fulfills its responsibility to society accidentally if at all.

If the college man of today is to answer the besetting problems of our world, he must have more than intelligence—he must have a vigorous and disciplined will, a willingness to fight fairly for his own and others rights, a respect for his adversaries, and a temperament that resists misfortunes. The acquirement of such qualities does not result

from class-room instruction, but from training, and I believe the world needs men so trained—intelligent, high principled men more than that, men who command themselves, and who are able to lick.

If this premise is wrong my conclusion is invalid, but it is my conclusion after profound consideration that no college activity, regular or extra-curricular, provides this training which makes men of boys so effectively as the program of supervised athletics.

I do not believe that any improvement will result from doubling the athletic strain to get a mule that will pull in team with the academic one, but rather we must aim to develop the strength of our academic genus until it casts the more conspicuous shadow.

Those of you who have had no intimate contact with your football coaching staffs at work would find it interesting to study the efficient application of teaching techniques and compare the methods used with those used in any one of your academic departments. I warrant that you will find that the football player learns as well on the field as in the class-room to gather, investigate, and analyze the factors relevant to his problem; to project solutions and experiment with them in the laboratory; and then to drill, and drill, and drill until he can apply his knowledge and his skill to test situations.

Leaving aside the practical value of the subject matter dealt with (which is ephemeral at best), the mental discipline of a course in football is not inferior to that of a course in logic.

A well-conducted program of competitive athletics justifies itself on purely educational grounds. If the popular cry to "give the ball back to the boys" means to do away with the expert teacher, give no attention to the preparation, and reduce the laboratory work, the little to recommend it. If the opposing sentiment that favors representing the college with a professional team is viewed as equivalent to proposing that the college consist of professors alone, its absurdity is obvious. By the first plan you do away with the teachers; by the second you do away with the pupils; and by neither do you gain educational efficiency. To set out deliberately to cripple college athletics by either method is like shooting your son because he attracts more attention than your favorite daughter.

I am more afraid of the evil results of a reaction that would emasculate college athletics than I am afraid of the bugaboo of overemphasis that scares us now.

What would we gain by representing our colleges with fraudulent professional teams? The avoidance of hypocrisy—yes—but there is little to commend the abandonment of ideals as a satisfactory solution to the problem of attaining them.

Let us be frank in recognizing the necessity of capturing public interest and retaining the interest of alumni in the college. The

of the appropriations granted and the amenability of the legislature governs the life of state institutions and these depend on public interest: The support of alumni is essential to the privately endowed institution and it gathers students only where its name is known and that depends on public interest.

It is not pride, but profit, that makes us concerned with whether the public thinks about the college, and what it thinks.

Public interest is easily captured by a winning football team. But will this continue to be true if our teams are professionalized? And if true, will the interest aroused make alumni and citizens of the state feel proud, respectful, and generous? I think not. And will it lessen the pressure to produce teams that win? You know that it will not. And if you believe that your college can surely purchase better players and better coaches than your rivals, you ignore the experience of every professional manager.

I attach great value to college spirit—I have sensed that subtle difference in the attitude of the undergraduate body toward all things when the athletic outlook is a happy one—and I cannot conceive of a college spirit that depends on the performance of paid hands.

I attach great value to the influence within the undergraduate body of the fine, vigorous, clean-living kids, who by and large make up our athletic teams. I do not want to see them replaced or forced to play side by side by the type of boy who at the age of entering college is prepared to sell himself to the highest bidder and undertakes his athletic career in an acquisitive spirit.

Certainly my conception of the great value of athletics as a means of developing and training leaders who are intelligent, vigorous, and disciplined—unselfish and incorruptible men—goes out the window when by professionalism you start with selfish and acquisitive boys and bribe them to undertake the training.

What I have said in opposition to professionalizing college athletics condemns some current practices equally with some future designs. We badly need a solution to the problem of awarding scholarships in some manner that does not penalize boys who love athletics, who are fine college prospects, who want to go to our college, and who cannot afford to. Some of us have felt that we had solutions only to find that when athletic fortune has smiled upon us we have been reviled by our friends without a chance to defend our practices.

After many weeks of attempting to write regulations that might prevent the proselyting and subsidizing of athletes by New England colleges, I am convinced that the fault lies, not in our stars, but in ourselves, and that evil practices are dependent upon the ignorance or the connivance of administrative officers.

No rule is better or worse than the integrity of the admissions

officer, the personnel director, the president, or the dean who ultimately must determine who comes and who stays in college. And if we do, we can let athletics become a base thing, or we can make it a great vitalizer of our educational program. How good is your institution today? In the truthful answer to that question our future rests.

Thank you. (Applause).

President Gardner (University of Akron): I do not think we should comment on these individual papers—we just heard an excellent one but we will take them up as a group.

When we turn to the South, a man instantly came to our mind. You all know him. We have heard him speak on this subject before and we are eager to hear him again—Perry Cole.

Dean J. P. Cole (Louisiana State University): Mr. Chairman and Fellow Deans: I am always frightened and shake with fear when I appear before this august body—men who are able to analyze and diagnose student problems, men who dare to send students to psychiatrists. Do you wonder that I tremble? Who am I, what should I not ask, where am I? (Laughter).

In taking a place on the program I assumed that the Commission in looking over available material to enlighten you, thought that I from Iowa, Iowa and Louisiana were the most familiar with athletics in all forms, hence our invitation to justify our positions to you. I could not expect me to disapprove what we do. I just wonder if Oklahoma or Tennessee or T. C. U. or Carnegie Tech or Duke or Southern California could not add more to this discussion.

Professional trends in intercollegiate athletics is a "mouthful of words," as Vic Moore would say. The definition of a professional according to Mr. Webster is one engaging in work for a livelihood or gain. Are we not all professionals? I play golf with our President because he is a good fellow and because when he gets my budget he thinks I am a good fellow too and approves it. (Laughter). Therefore I am a golf professional because I play for gain. (Laughter).

Seriously I am not alarmed at the increasing tendency to label our athletics "professional." It was my first idea to draw up a questionnaire and send it to all our members, but then I felt that each one would try and whitewash his institution so I concluded to give you the facts as they are with us and let you draw your own conclusions.

I have been at the University off and on for 34 years. I took time out from 1914 to 1918 to make the world safe for the democracy. (Laughter). Just yesterday I met my former football coach, Frank Long, who lives here, and we talked of old times. In 1908 after several semesters in the sub-freshman class, (laughter) I was a member of our first freshman football team.

Our varsity had an undefeated season. The team was made up

of the two Smiths from Michigan, Lally, Fenton, Seip, and Thomas from Pennsylvania, two Stovals, Gandy, Neblett, and Drew from Louisiana. It was reliably reported the coach drew \$5,000 and the six out-of-state men drew \$1,200 each. The home products got only board, room, books, and laundry. In 1922, the football team was made up of two Mississippi and nine Louisiana boys. They received, so I am told, board, room, books, and laundry. They won only two games, the first and last ones. The coach received \$1,500 for coaching football, and bet the entire amount on the last game which was won. (Laughter).

In 1936, we had another successful year in football. Some organization on the Pacific Coast sent us a cup for being the national champions. Be that as it may, on that team were seven from Mississippi, one from Texas, and three from Louisiana. They received, so I am told, board, room, books, and laundry. (Laughter). The head coach received, I believe, \$7,500.

In 1908 the athletic gate receipts were very small. We engaged in four sports only, football, track, baseball and basketball.

In 1922, the athletic receipts were still small and we had the same four sports.

In 1936, our football receipts were well up in six figures, and we had added boxing, tennis, golf and swimming.

As some of you know, a few years ago out of the old S. I. A. A. two other conferences were formed—the Southern and Southeastern Conferences. Shortly after it was organized the Southeastern Conference—Alabama, Auburn, Georgia, Georgia Tech, Florida, Kentucky, Louisiana, Mississippi, Mississippi State, Sewanee, Tennessee, Tulane and Vanderbilt approved the granting of athletic scholarships. No longer was it necessary to use the practices of prohibition days in our athletic set-up.

Worthy and deserving athletes in the states about us—Texas, Arkansas and Mississippi—are shown our athletic plant and told what help they may expect. It is then up to them to decide whether it is to their advantage to come to us or go elsewhere. Our athletic receipts pay for our entire athletic and intramural program and during the past year 9,245 distinct individuals took part in swimming, golf, tennis, boxing, handball, basketball, cross country, touch football, volley ball, softball and horseshoes.

Even though we had only a fair team, losing to Mississippi, Tennessee, Auburn and Tulane, we had large crowds at all the games. I was told that the Rice—L. S. U. game was the largest crowd Rice had ever played before, that the Tennessee—L. S. U. game drew the largest crowd ever to see a game in Tennessee, that Vanderbilt played before her largest crowd at Baton Rouge, as also did Tulane.

We have athletic scholarships for all forms of athletics. Golf is only part of my play—not my job. Requests come from everywhere

about our facilities and help. A student now must make the grade before even a promise is made. Also there is a gentleman's agreement in the Southeastern Conference to the effect that each athletic coach certify his players. Ours must make their grades, because one of our most prominent golfers failed by one hour the past semester, and cannot play.

The conclusion I wish to make is that it would be fine if this conference and institution would lay all its cards on the table for all to see. We offer scholarships in athletics, mathematics, music, English, and so forth, and the remuneration in all is about the same. There is no tendency with us to make professionals out of our participants in athletics except that their gain is an education to make them better and more useful citizens.

We have given athletic scholarships for 34 years to my college. The only advice I can give to those institutions who are at present cleaning up their athletic situation is that when they give scholarships for any purpose be sure they go to good boys and girls.

Thank you. (Applause).

President Gardner (University of Akron): Thank you Dean Miller.

In February, I think it was, I wrote to Dean Miller and asked if he would bring the breath of California to the athletic question. He wrote then that he did not see how he could do it, but that he would try to attend the meeting. However, I talked to him as soon as he arrived and after he looked this gang over and saw that there was too much blood in their eyes, he agreed to present his thoughts to the Western side of this picture. Dean Miller.

Dean Miller (University of California): Mr. President and Fellow Deans: I do want to emphasize first, that I did not prepare a paper and that I gave no thought to speaking to you on this subject yesterday when President Gardner spoke to me about it. During the last hour I have jotted down a few notes about what is going on at the Pacific Coast Conference and my remarks are therefore chiefly impromptu in character. I apologize if they are a little disconnected.

In the first place, let me say on what basis I am qualified to speak on the subject as one of our former speakers did. I have been serving, much to my regret, as faculty athletic representative in the Pacific Coast Conference for the last eight years. I found this morning, in our round table discussion for large institutions, that I was the only one out of the 26 present that had the duty of serving as faculty supervisor of athletics.

It has been particularly difficult in the institution in which I am located. You may know that the University of California, or U. C. L. A., as we call it, is a very young institution. We graduated our first class ten years ago. We also have very strict entrance requirements, so that the students that get in must come almost entirely from the upper

twenty-five per cent of the high school graduating classes on the basis of scholarship. Not very many good athletes are in the upper twenty-five per cent of the graduating classes in high school, you will find if you follow that through.

We also pride ourselves on the high standards of work maintained in our classes, and I believe we have adequate evidence, statistical and otherwise, to prove that we do maintain high standards of scholarship in our academic work.

Now, if you combine what I believe we can fairly say to be rather exceptionally high standards of entrance requirements and high standards of class-room work with the absence of alumni in a very young institution and locate that in the city of Los Angeles, with the boosting spirit that exists there to have the best in everything and to be the biggest and win all the games, you will realize that we have a difficult situation. Chiefly because of these obstacles, we have not competed successfully with the older schools in the Pacific Coast Conference.

The Pacific Coast Intercollegiate Athletic Conference consists of the following institutions: Southern California, Stanford, U. C. L. A., California at Berkeley, Oregon, Oregon State, Washington, Washington State, Idaho, and Montana. Twice each year the faculty representatives from these ten institutions meet to make rules and to decide policies, and they have not developed in the years that I have been associated with them any lack of appreciation or belief in the value of athletics. That is accepted generally. There is no desire to abolish intercollegiate athletics, but we have been concerned with the problem of regulation. There has been one thought uppermost in our minds and that is that we do have, as leaders in these institutions, a responsibility to the athletes, to all the other members of the student body and to other youths throughout our communities for the atmosphere of dishonesty and hypocrisy that exists in connection with intercollegiate athletics.

We have been willing to face this situation frankly and to admit that our athletes, our students in general, and other folks of the community think that the subsidizing of athletes goes on, that violation of the amateur rule is known to university officials and that they pretend that they do not know it is there.

We have tried in various ways to overcome this during the years I have been connected with the Conference but with very little success. I am not going to go into any of the historical records now but I shall just try to tell you briefly what we are doing at the present time.

We are carrying on a survey in the Pacific Coast Conference. We started it a year and a half ago, and we have hired a trained man to investigate the conditions in athletics. We financed it with money from the Rose Bowl Football game, which the Pacific Coast Conference controls and supervises. We get \$20,000 a year out of the receipts of

this game, and this amount is to be taken every year to handle particular work.

We appointed an investigator, and we gave him adequate money to hire assistants and an adequate staff to carry on the investigation. We centered the investigation where the problem centers all over the country—in football.

At first we thought we would just hire a commissioner with adequate staff and set him to work to enforce our regulations, then in one of our meetings we started discussing the question, "Are these regulations fair to the athletes?" Can they be enforced? Should they be enforced?

Among others, we raised the question, "How much time can a student give to work and still play football?" We checked into this rather carefully—the number of hours a week that it takes an average boy to carry his studies, if he carries them with average success, the amount of time spent in football practice, on trips, in school work at night, and so forth. It became very apparent to us that the athlete is faced with some serious difficulties if he is self-supporting or partially self-supporting. As a result of these discussions we decided before we could select a commissioner and decide upon his duties, we must have more facts about the financial problems of our athletes.

We hired a man trained in collecting evidence. We proposed this study to answer some of the following questions: How many of the athletes in these ten Pacific Coast Universities are 100% self-supporting, and how many are partially self-supporting? How many hours are required for a boy to carry his school work with average success? That figure would vary somewhat with different individuals. How many hours are required for football practice, week-end games, out-of-town trips, time out because of injuries, and so forth? How much time is left in a normal day for work to earn money? How much can a boy be reasonably expected to earn during the fall semester to help pay his way through college? How are all these football players in the Pacific Coast Conference living, if they do not have time to work as some of our members maintain? Where do they get the money to live on? We have a full-time man with two full-time assistants working on this job, and they have been working for the last year and a half. We expect the investigation to be completed by the end of December.

The investigator goes first to the individual athlete. He goes right into the details of his personal budget with the individual and gets a record of his expenditures and income. He follows up the statements made by the individual to check their accuracy. He did not approach these boys as a police officer. He went to them with a letter from the president of the institution and the faculty athletic representative explaining the purpose of the investigation. He told them of our desire to be fair to the athletes and to have the facts as a basis for form-

ulating rules which would be fair to them. He promised that there would be no penalty imposed on any individual during this survey because of any information which he gave.

The investigator has also approached the groups which are active in recruiting athletes, such as organized alumni groups. The president of each member institution appealed to these groups to cooperate. We had an alumni committee set up by the alumni in each institution to cooperate, and they also have appealed to these organized groups to turn over their records and to give freely all information about their activities. They have been doing this as far as we can discover.

Within each institution our investigator has made a careful survey of exactly how much time each boy was supposed to be working for the institution, exactly what job he was working on, how much time he actually put in on it, how much work he did, and how much pay he received. A careful study of loan funds and scholarships has also been made. Now, what are the purposes of this survey? First, as I said, to revise our rules, to try to agree upon those financial aids to athletes which shall be set up as legitimate. Then, if we can agree upon such specific rules, we propose to make them public, to publicize them to our students, to our community, to our athletes, showing what has been agreed on as legitimate aid not in violation of any rule set up by the Pacific Coast Conference.

After this has been done, it is our purpose to set up a commissioner's office with an adequate staff to enforce our regulations. It will be the duty of this commissioner and his staff to continue to keep a constant check on the students in each conference institution to enforce the regulations. With this set-up we believe that we can establish beyond any question of doubt that we, as university officials in the Pacific Coast Conference, have recognized our responsibility, have made a sincere effort to take the dishonesty and hypocrisy out of the situation, and to remove from the students' minds any thought that the officials of our institutions are deliberately playing a dishonest or hypocritical game in connection with athletics.

If we can do that, we believe we have accomplished something worthwhile.

I thank you. (Applause).

President Gardner (University of Akron): We will now have any questions or discussion that you care to offer.

....The discussion was off the record at the request of President Gardner....

President Gardner (University of Akron): I think it might be wise now to turn to the business session which should not take very long.

I should like first to ask the Conference's permission, if you feel it is necessary, to print a paper known as the "Legal Status of Student Control," that legal basis for student control. It was prepared by one

of Dean Turner's assistants, C. R. Frederick at the University of Illinois. Some of you in the middle group discussion raised this question of legal control. Is there any objection to our having this printed in the Conference minutes?

Dean Dirks: (DePauw University): I move that that be included in the minutes of the Conference.

Dean Tibbels (Armour Institute of Technology): I think it is proper material for the minutes of the Association, I second the motion.

President Gardner (University of Akron): All those in favor of the motion signify by saying, "aye"; those opposed, "no". The motion is carried. (See Appendix F).

Dean Postle (University of Cincinnati): In connection with the paper, I wonder if it might not be a good project for this Organization to include in the minutes, at the discretion of the Executive Committee from year to year, studies in projects or outlines of projects which they feel might have enough wide-spread interest to be of help to a considerable number of schools. I think that that might very well be included in the book, making it a valuable booklet and bringing it to the attention of some of us. In this way we would get certain material which otherwise we would find difficult to get hold of.

President Gardner (University of Akron): What is your reaction to the suggestion? Is it favorable? I assume the things would have to be submitted primarily to the Secretary who would then have to use his judgment or get the judgment of the Executive Committee from the standpoint of cost, space, and time limitations.

Somewhat the same idea was made yesterday for the inclusion of title or author of interesting articles in our news letter. Are there any other comments or is there any other business to come before the group before we have the resolutions and the report of the Nominating Committee? Is there any other business that you would care to bring forward?

Dean Neidlinger (Dartmouth College): I think it would be very desirable if, either in the minutes of this meeting, or perhaps in your news letter, you could distribute simply the list of where studies are available. Simply ask the question of each dean sometime before the meeting as to what studies have been made at his college that might be interesting.

We, for instance, have made in the last few years, a study of fraternities and their publications. We are now engaged in the rather unusual study of the calendar, and in a good many cases, those studies are mimeographed for the faculty. Extra copies are available and I simply the titles of those and the place where they are available could be printed in the minutes, then perhaps the most interesting ones could

be printed in full. But at least you would have a reference guide that might save some of the thousands of questionnaires that you get every month.

President Gardner (University of Akron): I would like to make the suggestion, if the Conference will entertain it, that in the continued study that we have asked the Secretary to make, that we add the question which was in the '32 survey, worded somewhat the way you presented it, and that we have only one questionnaire come forward this year, but that our Secretary endeavor to do exactly that thing. The question I believe was stated, "What studies have you undertaken or have been undertaken at your institution which may be of value to other members of the Association?"

Dean Julian, I now recognize you for the report of the Resolutions Committee.

....Dean Julian read the report of the Resolutions Committee....

REPORT OF THE COMMITTEE ON RESOLUTIONS

WHEREAS—Through the death of our former associate, Dean Felix Mathias Massey of the University of Tennessee, not only our organization, but the entire field of education has lost his counsel, guidance, and unfailing adherence to high ideals of character and scholarship, therefore be it

RESOLVED—That the National Association of Deans and Advisers of Men takes this means of expressing our sincere respect and admiration for Dean Massey, and our gratitude for his services to this Association and to the cause of education, and be it further

RESOLVED—That we extend to his family our deepest sympathy, and that copies of this resolution be spread upon our minutes and that copies be sent to Mrs. Massey.

WHEREAS—Through the death of the first Secretary of our organization, Professor Louis A. Strauss, not only our organization, but the entire field of education has lost his counsel, guidance, and unfailing adherence to high ideals of character and scholarship, therefore be it

RESOLVED—That the National Association of Deans and Advisers of Men takes this means of expressing our sincere respect and admiration for Professor Strauss and our gratitude for his services to this Association, and to the cause of education, and be it further

RESOLVED—That we extend to his family our deepest sympathy and that copies of this resolution be spread upon our minutes and that copies be sent to Mrs. Valentine Davies and Miss Elizabeth Strauss.

WHEREAS—Through the death of our former Associate, Dean William D. Trautman of Western Reserve University, not only our organization, but the entire field of education has lost his counsel, guidance, and unfailing adherence to high ideals of character and scholarship, therefore be it

RESOLVED—That the National Association of Deans and Advisers of Men takes this means of expressing our sincere respect and admiration for Dean Trautman and our gratitude for his services to this Association, and to the cause of education, and be it further

RESOLVED—That we extend to his family our deepest sympathy, and that copies of this resolution be spread upon our minutes and that copies be sent to Mrs. Trautman.

WHEREAS—The twenty-first annual meeting of the National Association of Deans and Advisers of Men has given us another opportunity to renew old acquaintances, meet new men in this field and gain inspiration for a new year of work, therefore be it

RESOLVED—That we express our great appreciation to Dean Lancaster for his splendid efforts in selecting such a delightful location and surroundings for this meeting; to Dean Gilliam for his kind cooperation in arrangements, and in securing the guest speaker; to President Gaines for his inspiring address; to our own officers, Deans Gardner and Turner, for the excellent program they arranged; to the management of the Hotel Roanoke, and the Chamber of Commerce of Roanoke, for their meticulous attention to details and services rendered in making our stay in Roanoke both pleasant and profitable; and to the Roanoke newspapers for their interest and accurate publicity.

Respectfully submitted,

Committee
on Resolutions

J. H. Julian, Chairman
University of South Dakota

Fred T. Mitchell,
Michigan State College

J. E. Williams,
Virginia Polytechnic Institute

Louis H. Dirks,
DePauw University

L. S. Corbett,
University of Maine

Dean Julian (University of South Dakota): I move the adoption of these resolutions.

Dean Bursley (University of Michigan): I second the motion.

President Gardner (University of Akron): All those in favor of the motion signify by saying, "aye"; contrary, "no". The motion is carried.

We will now hear the report of the Committee on Nominations and Place. **Dean Bursley**.

Dean Bursley (University of Michigan): Mr. President and Members of the Conference: The Committee had a number of invitations from Chambers of Commerce, convention bureaus, mayors, hotels and others of that character, and a few from educational institutions—some in the sunshine and some not.

After giving careful thought to these various invitations, the Committee has decided unanimously to recommend that the next convention of this Association be held at the University of New Mexico.

I move the adoption of the recommendation.

Dean Cole (Louisiana State University): I second the motion.

President Gardner (University of Akron): Is there any intelligent comment to be made? (Laughter). Otherwise I will put the motion before the Conference that the twenty-second Annual Conference be held at Albuquerque, New Mexico.

All those in favor signify by saying, "aye"; contrary, "no". The motion is carried.

Dean Bursley (University of Michigan): It is the suggestion of the Committee, although it is not anything that this group can decide, that the Conference be held in the latter part of June or the first part of July. That is really a matter for the new officers and the Dean of the guest institution to determine. But, that is the suggestion. It is felt that it would make it possible for more men to attend.

President Gardner (University of Akron): What is the reaction of holding this after what might be termed commencement time—between the middle of June and the first or middle of July?

Dean Bostwick (University of New Mexico): That would be all right. I would also like to suggest that you bring your youngsters along. We will try to plan something for them too.

President Gardner (University of Akron): We will try to get an opinion on this time situation.

How many favor the time from the middle of June to the middle of July; how many favor approximately the usual time, through April? It seems that the majority favor the time between June and July.

Dean Bostwick (University of New Mexico): I surely appreciate this decision of the Committee and I think that I should express my appreciation to some of the fellows whom we have talked to on the Committee. I would like very much to have a big turnout.

Dean Bursley (University of Michigan): I would like to add one more word about the thought of the Committee in making this decision. We realize that for many, New Mexico is a long way off, but we felt that the Conference this year was in the east, last year we had been in the middle west, and it seemed to the members of the Committee that taking everything into consideration, it was desirable to accept the invitation of Dean Bostwick.

Now for the officers for next year. The first one whom we would like to recommend for continuance of his job is Dean Turner. He is elected for a three year term, but we can throw him out at any time. But, we recommend that he be allowed to function for at least another year.

President Gardner (University of Akron): Are there any objections to this recommendation? If not, we will accept it.

Dean Bursley (University of Michigan): For Vice-president we nominate Dean Bostwick of New Mexico, and for President, Dean Findlay of Oklahoma. (Applause).

President Gardner (University of Akron): Are there any other nominations?

Dean Dirks (DePauw University): I move the nominations be closed, and that the Secretary be instructed to cast a unanimous ballot for these offices.

....The motion was duly seconded....

President Gardner (University of Akron): All those in favor signify by saying, "aye"; opposed, "no". The motion is carried.

If the new President will come forward, I will turn over the gavel to him to adjourn the session.

....As Dean Findlay approached the platform, the audience applauded....

President-Elect Findlay (University of Oklahoma): Mr. President, and Gentlemen of the Conference: I have just three things to say. First, is that I shall not inflict you with a speech because you have already suffered with me once during this Convention. Second, I want to say that I certainly deeply appreciate the honor you have done me in placing me in the President's shoes for the ensuing year. The third thing I wish to suggest is in regard to the meeting next year. I have heard various suggestions offered concerning the program of this year—suggestions and criticisms that perhaps would improve the program next year. May I urge you, each one who has a suggestion of that kind, to send it to Dean Turner shortly after this session closes, so that the new officers may use the suggestions in carrying out your wishes in regard to the program for 1940.

Is there any other business to come before the Conference before we adjourn?

Dean Bradshaw (University of North Carolina): I may be a little premature in raising the question as to where this Organization will be in 1943 or 1945, however, in those two years the University of North Carolina is celebrating the centennial. I say both of those years, because in 1843 the first stone of the first building was laid, and in 1845 the institution opened and went to work. Both of those two years will be celebrated and the theme of that celebration is, "Education For Democratic Leadership," for obvious historical and national reasons since that was the first actual establishment in getting under way a higher education for democratic leadership in this country. I think it might be appropriate for the Executive Committee in looking East to West and North to South over a long period of time, and also in thinking about the theme of programs, to consider whether or not they would like to accept an invitation for either of those two years with a program specially centered on the question of student self-government, self-education for democratic leadership processes.

That does sound a little premature coming in such a long range period of time, but in making up a schedule for either of those two years there possibly would be a number of other things which might come up, so the University of Administration would like to register with the Executive Committee either one of those two dates that might turn out to be most satisfactory.

President-Elect Findlay (University of Oklahoma): May I refer your suggestion to the Secretary with your permission for our records?

Dean Schultz (Allegheny College): I expect to come down to Albuquerque with an invitation to come to Allegheny College situated upon the beautiful hills of Western Pennsylvania. You might get to thinking about it anyway. We would like to show you how a small college operates.

President-Elect Findlay (University of Oklahoma): Dean Schultz, we shall refer that to Dean Turner for future reference.

Is there any other business? If not, we shall entertain a motion to adjourn.

Dean Cole (Louisiana State University): I move we adjourn.

....The motion was duly seconded and the Conference adjourned at three o'clock....

APPENDIX A**REPORT OF THE 2ND NATIONAL SURVEY OF FUNCTIONS
OF STUDENT ADMINISTRATION FOR MEN IN COLLEGES
AND UNIVERSITIES OF THE UNITED STATES**

Conducted

by

**The National Association of Deans and Advisers of Men
Through its Secretary**

**Fred H. Turner, Dean of Men
University of Illinois**

At the Twentieth Annual Meeting of the National Association of Deans and Advisers of Men at Madison, Wisconsin, April 27-30, 1938, Dean D. H. Gardner, University of Akron, President of the Association, stated that the program of the meeting in 1939 would be built around the theme, "Human Relations on the Campus." The Executive Committee of the Association authorized the Secretary to repeat the functional survey made by the Association in 1932; the results of the 1938-39 survey would provide the material around which the program of the Twenty-first Conference in 1939 would be constructed.

In studying the results of the 1938-39 survey, one should have before him the report of the 1932 survey, reported on pages 75-107 of the Minutes of the Fourteenth Annual Conference. In general, the study in 1938-39 has been conducted in the same fashion as the 1932 survey.

In October, 1938 approximately one thousand questionnaires were sent to the Presidents of as many American Colleges and Universities with the request that they be turned over to the Dean of Men or comparable officer in the particular institution. In comparison with 211 replies which could be utilized in 1932, 222 replies were received in 1938-39 which were tabulated in the 1939 report. Replies were considered as valid for the study only if they came from individuals specifically designated as Deans of Men, Deans of Students, Counsellors for Men, Advisers of Men, etc.

The value of the 1939 survey is two-fold when compared with the 1932 study:

- (1) The survey of 1939 presents an up to date survey of what deans and advisers of men are doing.
- (2) What functional changes have occurred in the past seven years, what new functions have been added, what functions have been discarded, and what functions have gained or lost in popularity and usefulness.

The tables in the 1939 survey will be listed with references to the 1932 study for convenience of comparison, and the same methods of tabulations have been followed throughout. Certain additional questions and tabulations have been added which will be duly indicated to avoid confusion.

Exhibits 1 and 2—Form sent to Presidents. Compares to Exhibits 1 and 2, pp. 80-81 in 1932.

Exhibit 3 compares to Exhibit 3, pp. 82-86 in 1932.

Exhibit 4a compares to Exhibit 4a, pp. 87-88 in 1932.

Exhibit 4b compares to Exhibit 4b, pp. 89-90 in 1932.

Exhibit 4c compares to Exhibit 4c, pp. 91-92 in 1932.

Exhibit 4d compares to Exhibit 4d, pp. 93-94 in 1932.

Exhibit 4e compares to Exhibit 4e, pp. 95-96 in 1932.

Exhibit 4f compares to Exhibit 4f, pp. 97-98 in 1932.

Exhibit 4g compares to Exhibit 4g, pp. 99-100 in 1932.

Exhibit 4h compares to Exhibit 4h, pp. 101-102 in 1932.

Exhibit 5 compares to Exhibit 5, pp. 103-105 in 1932.

Exhibit 6, new in 1939 to facilitate comparisons.

The thanks of the Association are due to Mr. Burt Goldman and Miss Hazel Yates of the University of Illinois who gave generously of their time in recording, compiling and tabulating the large amount of statistical material.

EXHIBIT 1 and 2.

**NATIONAL ASSOCIATION OF DEANS
AND ADVISERS OF MEN**

October 7, 1938.

Dear Mr. President:

The National Association of Deans and Advisers of Men is making a re-check of a functional survey conducted seven years ago.

On behalf of the organization, may I request you to answer the following questions, and if your answer to question 1 is "yes", will you please request the officer at your institution to answer the enclosed questionnaire and return it to me at his earliest convenience.

Thank you for your cooperation and help in this matter.

Sincerely,
FRED H. TURNER, Secretary.

152 Administration Building
Urbana, Illinois

-
-
1. Is there a man at your institution officially appointed to supervise such activities of individual men students and student organizations of men, as individual problems, educational guidance, vocational guidance, fraternities, dormitories, etc?

Yes..... No.....

2. Check the following which designates his title:

Dean of Men Dean of Students

Adviser of Men Men's Counsellor

Other

3. What is his name?
4. Institution replying?
5. Location?

.....
President

The National Association of Deans and Advisers of Men

EXHIBIT 3

Functions Listed on 1939 Questionnaire

1. Determine admissions
2. Conduct "Freshman Week"
3. Supervise Orientation courses
4. Conduct research in student problems
5. Keep official academic record of student
6. Keep copies of academic record of student.
7. Interview entering students for personal history records
8. Keep official record of students' personal history
9. Keep copies of record of students' personal history
10. Make up students' class schedules
11. Select members of faculty
12. Approve selection of faculty members
13. Conduct faculty meetings
14. Formulate curricula
15. Supervise catalogue
16. Officially administer educational counselling program
17. Aid students in making academic adjustments
18. Administer penalties imposed for unsatisfactory work
19. Analyze and adjust students' social problems
20. Analyze and adjust students' emotional difficulties
21. Analyze and adjust students' moral problems
22. Administer student loans
23. Administer student scholarships
24. Advise with student government
25. Advise with interfraternity government
26. Supervise fraternities
27. Reg. student participation in other non-athletic extra-curricular activities
28. Regulate student participation in athletics

29. Audit student organization accounts
30. Supervise social calendar
31. Administer social regulations
32. Approve chaperones for parties
33. Supervise health service
34. Supervise housing
35. Supervise institutional dining halls
36. Supervise physical examinations
37. Recommend students for remedial medical treatment
38. Recommend students for remedial physical education
39. Recommend students for remedial psychiatric treatment
40. Supervise mental health clinic
41. Supervise vocational counselling program
42. Supervise placement of part-time workers
43. Supervise graduate placement
44. Supervise vocational "follow-up" program
45. Grant excuses for class absences
46. Enforce automobile regulations
47. Penalize students for moral delinquencies
48. Penalize students for class absences
49. Penalize students for chapel or assembly absences
50. Penalize students for infractions of student organization regulations
51. Penalize for infractions of social regulations
52. Penalize for infractions of housing regulations
53. Enforce payment of students' private bills
54. Enforce payment of students' institutional bills

EXHIBIT 4A

Group No. I—3 Institutions

Enrollment Under 100 Men

Rank According to (A, B & C) — 1932	Rank According to (A, B & C) — 1939	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question
Rank According to (A, B & C) — 1932	Rank According to (A, B & C) — 1939	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question
1.	0	67	67	33	3	3	44
2.	50	50	100	0	2	2	18
3.	50	50	100	0	2	2	21
4.	34	33	67	33	3	3	7
5.	0	67	67	33	3	3	53
6.	0	50	50	50	2	2	38
7.	50	0	50	50	2	2	32
8.	100	0	100	0	1	1	33
9.	0	0	0	100	1	1	34
10.	0	100	100	0	1	1	31
11.	0	0	0	100	3	3	52
12.	0	0	0	100	2	2	50
13.	0	0	0	100	2	2	54
14.	0	33	33	67	3	3	48
15.	0	50	50	50	2	2	43
16.	34	33	67	33	3	3	35
17.	50	50	100	0	2	2	16
18.	0	0	0	100	1	1	22
19.	34	33	67	33	3	3	4
20.	67	33	100	0	3	3	6
21.	67	33	100	0	3	3	5
22.	0	67	67	33	3	3	41
23.	0	0	0	100	1	1	51
24.	67	33	100	0	3	3	17
25.	0	0	0	100	1	1	2
26.	0	0	0	100	1	1	3
27.	0	100	100	0	2	2	19
28.	0	100	100	0	2	2	30
29.	50	0	50	50	2	2	49
30.	0	100	100	0	2	2	15
31.	0	100	100	0	2	2	9
32.	33	67	100	0	3	3	23
33.	0	0	0	100	2	2	26
34.	50	0	50	50	2	2	1
35.	0	0	0	100	2	2	40
36.	0	0	0	100	2	2	47
37.	0	0	0	100	2	2	37
38.	0	0	0	100	2	2	39
39.	0	0	0	100	2	2	42
40.	0	0	0	100	1	1	25
41.	0	0	0	100	1	1	24
42.	0	0	0	100	1	1	36
43.	0	0	0	100	2	2	45
44.	0	0	0	0	0	0	29
45.	50	50	100	0	2	2	27
46.	0	0	0	0	0	0	13
47.	67	33	100	0	3	3	8
48.	50	50	100	0	2	2	20
49.	100	0	100	0	1	1	14
50.	0	100	100	0	1	1	10
51.	50	50	100	0	2	2	12
52.	67	0	67	33	3	3	11
53.	50	0	50	50	2	2	28
54.	0	0	0	100	1	1	46

No Ranking Because of Scarcity of Replies Within This Particular Group

No Ranking Because of Scarcity of Replies Within This Particular Group

Personal Data

EXHIBIT 4A

INSTRUCTION

• • •

Do You Teach in Addition to Your Administrative Duties?

	No.
Yes	3
No	0

Number of Hours

Hours	No.
11-12	1
13-14	2

Subject Taught
(3 Replies)

	No.
Social Science	1
Natural Science & Mathematics	1
Language & Literature	1

Average Hours Taught	13
% of Deans in this Classification Teaching	100

EDUCATIONAL PREPARATI

FOR WORK

Yes
No

ASSISTANTS

No Assistants
One or more

✱ ✱ ✱

ADMINISTRATIVE

RESPONSIBILITY

To Whom Are You Responsible N
President

NEW MATERIAL IN 1939 SURVEY

55. What functional changes have been made in your office duties during the past seven years?

Improved Method of Handling Absences	1	Additional Committee Work ..
--	---	------------------------------

56. What other agencies on your campus other than strictly academic officers deal with individual student problems?

Dean of Women	2	Social Committee
Health Service	1	Student Officers

57. Do the duties of any of these agencies overlap with your specific duties?..... How?.....

Yes	1	No Answer	:
No	1		

EXHIBIT 4B

Group No. II—44 Institutions

100-249 Men Students

Rank According to (A, B & C) — 1982	Rank According to (A, B & C) — 1989	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question
1.	9	40	49	51	43	36	37
2.	26	52	78	22	42	14	15
3.	26	43	69	31	35	25	30
4.	48	36	84	16	33	8	4
5.	7	33	40	60	43	44	42
6.	28	23	51	49	39	35	35
7.	46	32	78	22	37	15	20
8.	44	28	72	28	35	21	23
9.	39	36	75	25	28	19	17
10.	18	26	44	56	39	40	43
11.	3	23	26	74	39	51	53
12.	6	24	30	70	33	50	52
13.	3	15	18	82	39	54	54
14.	5	21	26	74	38	52	44
15.	11	13	24	76	38	53	49
16.	39	32	71	29	38	22	25
17.	41	39	80	20	41	12	10
18.	26	26	52	48	38	32	29
19.	72	23	95	5	43	4	1
20.	70	28	98	2	40	2	2
21.	76	22	98	2	42	1	3
22.	13	35	48	52	40	38	33
23.	16	36	52	48	31	33	45
24.	49	36	85	15	39	6	8
25.	63	16	79	21	19	13	9
26.	64	14	78	22	22	16	6
27.	34	33	67	33	36	26	22
28.	16	28	44	56	32	41	32
29.	19	23	42	58	31	42	50
30.	22	34	56	44	41	30	26
31.	39	46	85	15	39	7	12
32.	25	37	62	38	35	28	28
33.	18	22	40	60	40	45	34
34.	74	21	95	5	43	3	7
35.	9	24	33	67	34	46	46
36.	8	24	32	68	37	47	47
37.	32	22	54	46	41	31	27
38.	24	24	48	52	37	39	40
39.	35	24	59	41	29	29	13
40.	33	42	75	25	12	20	11
41.	64	20	84	16	25	9	14
42.	54	22	76	24	37	18	21
43.	3	28	31	69	32	49	48
44.	17	24	41	59	17	43	41
45.	39	25	64	46	36	27	38
46.	65	18	83	17	17	11	16
47.	34	37	71	29	38	23	18
48.	26	23	49	51	31	37	39
49.	26	26	52	48	23	34	31
50.	48	29	77	23	21	17	36
51.	54	29	83	17	35	10	19
52.	76	18	94	6	34	5	5
53.	38	33	71	29	21	24	24
54.	3	29	32	68	34	48	51

Personal Data

EXHIBIT 4B

INSTRUCTION

* * *

Do You Teach in Addition To Your Administrative Duties?

	No.
Yes	43
No	1

* * *

Number of Hours

Hours	No.
3- 4	3
7- 8	8
9-10	5
11-12	12
13-14	5
15-16	4
17-18	1
19-20	1
21-22	2
23-24	2

* * *

Subject Taught

	No.
Social Science	12
Natural Science & Mathematics	9
Education	7
Humanities & Fine Arts	2
Language & Literature	5
Miscellaneous	8

* * *

EDUCATIONAL PREPARATION FOR WORK

Yes	
No	

* * *

ASSISTANTS

No Assistants	
One or More	

* * *

ADMINISTRATIVE RESPONSIBILITY

To Whom Are You Responsible?

President	
Academic Dean	

	No.
Average Hours Taught	
Per Week	11.88
% of Deans in this	
Group Teaching	98

NEW MATERIAL IN 1939 SURVEY

55. What functional changes have been made in your office duties during the past seven years?

Expanded Counselling Service.	5	Made Director of Personnel	
Liberalizing of College	3	Also	
Gradually Changing to Personnel Office	3	Enlarged Office Responsibilities	
Expanded Guidance Program ..	2	Additional Attendance Records	
Additional Health Service	2	Relieved of Chapel Supervision	
Less Discipline	2	Increased Clerical Service	
Direct N. Y. A.	2	Made Dean of College Also ...	
Office Newly Created	2	Increased Dormitory Supervision	

Made Director of Educational Research Also	1	Relieved of Scholastic Discipline	1
Added Employment Supervision	1	Made Ex-Officio Adviser to Student Senate	1
Relieved of Employment Supervision	1	Reduced Teaching Load	1
Took Over Placement Work ..	1		

56. What other agencies on your campus other than strictly academic officers deal with individual student problems?

Dean of Women	30	Institutional Dean	1
Health Service	17	Girls' Dormitory Matron	1
Testing Committee	7	Men's Dormitory Proctor	1
Faculty Counsellors	6	English Department	1
Nurse	4	"Freshman Week" Committee	1
Personnel Committee	4	Guidance Committee	1
Physical Education Department	4	Major Advisers	1
Placement Bureau	4	Psychological Clinic	1
Psychology Department	4	Registrar	1
Physician	3	Director of Religious Life	1
Athletic Association	2	Student Affairs Committee (Faculty)	1
Bursar	2	Student Aid Committee	1
Dietician	2	Student Council	1
President	2	Practice Teachers	1
Speech Clinic	2	Treasurer's Assistant	1
Academic Dean	1	Y. M. C. A.	1

57. Do the duties of any of these agencies overlap with your specific duties? How?

Yes	14	No Answer	14
No	14	Conditional	2

Exhibit 4C.

Group No. III—59 Institutions

250-499 Men Students

1982	1981	1980	1979	1978	1977	1976	1975	1974	1973	1972	1971	1970	1969	1968	1967	1966	1965	1964	1963	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953	1952	1951	1950	1949	1948	1947	1946	1945	1944	1943	1942	1941	1940	1939	1938	1937	1936	1935	1934	1933	1932	1931	1930	1929	1928	1927	1926	1925	1924	1923	1922	1921	1920	1919	1918	1917	1916	1915	1914	1913	1912	1911	1910	1909	1908	1907	1906	1905	1904	1903	1902	1901	1900	1899	1898	1897	1896	1895	1894	1893	1892	1891	1890	1889	1888	1887	1886	1885	1884	1883	1882	1881	1880	1879	1878	1877	1876	1875	1874	1873	1872	1871	1870	1869	1868	1867	1866	1865	1864	1863	1862	1861	1860	1859	1858	1857	1856	1855	1854	1853	1852	1851	1850	1849	1848	1847	1846	1845	1844	1843	1842	1841	1840	1839	1838	1837	1836	1835	1834	1833	1832	1831	1830	1829	1828	1827	1826	1825	1824	1823	1822	1821	1820	1819	1818	1817	1816	1815	1814	1813	1812	1811	1810	1809	1808	1807	1806	1805	1804	1803	1802	1801	1800	1799	1798	1797	1796	1795	1794	1793	1792	1791	1790	1789	1788	1787	1786	1785	1784	1783	1782	1781	1780	1779	1778	1777	1776	1775	1774	1773	1772	1771	1770	1769	1768	1767	1766	1765	1764	1763	1762	1761	1760	1759	1758	1757	1756	1755	1754	1753	1752	1751	1750	1749	1748	1747	1746	1745	1744	1743	1742	1741	1740	1739	1738	1737	1736	1735	1734	1733	1732	1731	1730	1729	1728	1727	1726	1725	1724	1723	1722	1721	1720	1719	1718	1717	1716	1715	1714	1713	1712	1711	1710	1709	1708	1707	1706	1705	1704	1703	1702	1701	1700	1699	1698	1697	1696	1695	1694	1693	1692	1691	1690	1689	1688	1687	1686	1685	1684	1683	1682	1681	1680	1679	1678	1677	1676	1675	1674	1673	1672	1671	1670	1669	1668	1667	1666	1665	1664	1663	1662	1661	1660	1659	1658	1657	1656	1655	1654	1653	1652	1651	1650	1649	1648	1647	1646	1645	1644	1643	1642	1641	1640	1639	1638	1637	1636	1635	1634	1633	1632	1631	1630	1629	1628	1627	1626	1625	1624	1623	1622	1621	1620	1619	1618	1617	1616	1615	1614	1613	1612	1611	1610	1609	1608	1607	1606	1605	1604	1603	1602	1601	1600	1599	1598	1597	1596	1595	1594	1593	1592	1591	1590	1589	1588	1587	1586	1585	1584	1583	1582	1581	1580	1579	1578	1577	1576	1575	1574	1573	1572	1571	1570	1569	1568	1567	1566	1565	1564	1563	1562	1561	1560	1559	1558	1557	1556	1555	1554	1553	1552	1551	1550	1549	1548	1547	1546	1545	1544	1543	1542	1541	1540	1539	1538	1537	1536	1535	1534	1533	1532	1531	1530	1529	1528	1527	1526	1525	1524	1523	1522	1521	1520	1519	1518	1517	1516	1515	1514	1513	1512	1511	1510	1509	1508	1507	1506	1505	1504	1503	1502	1501	1500	1499	1498	1497	1496	1495	1494	1493	1492	1491	1490	1489	1488	1487	1486	1485	1484	1483	1482	1481	1480	1479	1478	1477	1476	1475	1474	1473	1472	1471	1470	1469	1468	1467	1466	1465	1464	1463	1462	1461	1460	1459	1458	1457	1456	1455	1454	1453	1452	1451	1450	1449	1448	1447	1446	1445	1444	1443	1442	1441	1440	1439	1438	1437	1436	1435	1434	1433	1432	1431	1430	1429	1428	1427	1426	1425	1424	1423	1422	1421	1420	1419	1418	1417	1416	1415	1414	1413	1412	1411	1410	1409	1408	1407	1406	1405	1404	1403	1402	1401	1400	1399	1398	1397	1396	1395	1394	1393	1392	1391	1390	1389	1388	1387	1386	1385	1384	1383	1382	1381	1380	1379	1378	1377	1376	1375	1374	1373	1372	1371	1370	1369	1368	1367	1366	1365	1364	1363	1362	1361	1360	1359	1358	1357	1356	1355	1354	1353	1352	1351	1350	1349	1348	1347	1346	1345	1344	1343	1342	1341	1340	1339	1338	1337	1336	1335	1334	1333	1332	1331	1330	1329	1328	1327	1326	1325	1324	1323	1322	1321	1320	1319	1318	1317	1316	1315	1314	1313	1312	1311	1310	1309	1308	1307	1306	1305	1304	1303	1302	1301	1300	1299	1298	1297	1296	1295	1294	1293	1292	1291	1290	1289	1288	1287	1286	1285	1284	1283	1282	1281	1280	1279	1278	1277	1276	1275	1274	1273	1272	1271	1270	1269	1268	1267	1266	1265	1264	1263	1262	1261	1260	1259	1258	1257	1256	1255	1254	1253	1252	1251	1250	1249	1248	1247	1246	1245	1244	1243	1242	1241	1240	1239	1238	1237	1236	1235	1234	1233	1232	1231	1230	1229	1228	1227	1226	1225	1224	1223	1222	1221	1220	1219	1218	1217	1216	1215	1214	1213	1212	1211	1210	1209	1208	1207	1206	1205	1204	1203	1202	1201	1200	1199	1198	1197	1196	1195	1194	1193	1192	1191	1190	1189	1188	1187	1186	1185	1184	1183	1182	1181	1180	1179	1178	1177	1176	1175	1174	1173	1172	1171	1170	1169	1168	1167	1166	1165	1164	1163	1162	1161	1160	1159	1158	1157	1156	1155	1154	1153	1152	1151	1150	1149	1148	1147	1146	1145	1144	1143	1142	1141	1140	1139	1138	1137	1136	1135	1134	1133	1132	1131	1130	1129	1128	1127	1126	1125	1124	1123	1122	1121	1120	1119	1118	1117	1116	1115	1114	1113	1112	1111	1110	1109	1108	1107	1106	1105	1104	1103	1102	1101	1100	1099	1098	1097	1096	1095	1094	1093	1092	1091	1090	1089	1088	1087	1086	1085	1084	1083	1082	1081	1080	1079	1078	1077	1076	1075	1074	1073	1072	1071	1070	1069	1068	1067	1066	1065	1064	1063	1062	1061	1060	1059	1058	1057	1056	1055	1054	1053	1052	1051	1050	1049	1048	1047	1046	1045	1044	1043	1042	1041	1040	1039	1038	1037	1036	1035	1034	1033	1032	1031	1030	1029	1028	1027	1026	1025	1024	1023	1022	1021	1020	1019	1018	1017	1016	1015	1014	1013	1012	1011	1010	1009	1008	1007	1006	1005	1004	1003	1002	1001	1000	999	998	997	996	995	994	993	992	991	990	989	988	987	986	985	984	983	982	981	980	979	978	977	976	975	974	973	972	971	970	969	968	967	966	965	964	963	962	961	960	959	958	957	956	955	954	953	952	951	950	949	948	947	946	945	944	943	942	941	940	939	938	937	936	935	934	933	932	931	930	929	928	927	926	925	924	923	922	921	920	919	918	917	916	915	914	913	912	911	910	909	908	907	906	905	904	903	902	901	900	899	898	897	896	895	894	893	892	891	890	889	888	887	886	885	884	883	882	881	880	879	878	877	876	875	874	873	872	871	870	869	868	867	866	865	864	863	862	861	860	859	858	857	856	855	854	853	852	851	850	849	848	847	846	845	844	843	842	841	840	839	838	837	836	835	834	833	832	831	830	829	828	827	826	825	824	823	822	821	820	819	818	817	816	815	814	813	812	811	810	809	808	807	806	805	804	803	802	801	800	799	798	797	796	795	794	793	792	791	790	789	788	787	786	785	784	783	782	781	780	779	778	777	776	775	774	773	772	771	770	769	768	767	766	765	764	763	762	761	760	759	758	757	756	755	754	753	752	751	750	749	748	747	746	745	744	743	742	741	740	739	738	737	736	735	734	733	732	731	730	729	728	727	726	725	724	723	722	721	720	719	718	717	716	715	714	713	712	711	710	709	708	707	706	705	704	703	702	701	700	699	698	697	696	695	694	693	692	691	690	689	688	687	686	685	684	683	682	681	680	679	678	677	676	675	674	673	672	671	670	669	668	667	666	665	664	663	662	661	660	659	658	657	656	655	654	653	652	651	650	649	648	647	646	645	644	643	642	641	640	639	638	637	636	635	634	633	632	631	630	629	628	627	626	625	624	623	622	621	620	619	618	617	616	615	614	613	612	611	610	609	608	607	606	605	604	603	602	601	600	599	598	597	596	595	594	593	592	591	590	589	588	587	586</
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Personal Data

EXHIBIT 4C

INSTRUCTION

* * *

Do You Teach in Addition to Your Administrative Duties?

	No.
Yes	56
No	3

* * *

Number of Hours

Hours	No.
1- 2	4
3- 4	9
5- 6	11
7- 8	8
9-10	13
11-12	6
13-14	2
15-16	3

* * *

Subject Taught

	No.
Social Science	18
Natural Science & Mathematics	9
Education	11
Language & Literature	6
Agriculture	1
Miscellaneous	11

* * *

No.

Average Hours Taught	
Per Week	7.57
% of Deans in this	
Group Teaching	95

EDUCATIONAL PREPARATION FOR WORK

	No.
Yes	20
No	39

* * *

ASSISTANTS

	No.
No Assistants	50
One or More	9

* * *

ADMINISTRATIVE RESPONSIBILITY

To Whom Are You Responsible?

	No.
President	53
Executive Vice-President	1
Academic Dean	1
Faculty Dean	1

NEW MATERIAL IN 1939 SURVEY

55. What functional changes have been made in your office duties during the past seven years?

Expanded Counselling Service	5	Dropped Attendance Supervision	1
Office Recently Created	5	Increased Attendance Supervision	1
Enlarged General Responsibilities	4	Increased Regulation of Chapel Attendance	1
Added N. Y. A. Supervision	3	Increased Educational and Vocational Guidance	1
Less Discipline	2	Added Employment Supervision	1
Added Dormitory Supervision	2	Installation of Employment	
Increased Health Service	2		
Enlargement of Achievement Record Service	1		

Bureau	1	Increased Cooperation with
Suspension of Employment		Personnel Department
Bureau	1	Made Director of Personnel
Centralization of Financial Aid	1	Also
Increased Cooperation with		Reduction of Personnel Re-
Financial Department	1	sponsibility
Increased "Frosh" Discipline..	1	Added to Scholarship Commit-
Dropped Housing Supervision..	1	tee
Appointment as Loan Officer..	1	Centralization of Student Or-
Increased Organization		ganization Supervision
Strength	1	Added Tutorial System

56. What other agencies on your campus other than strictly academic officers deal with individual student problems?

Dean of Women	47	Freshman Problems Committee
Health Service	35	Housing Committee
College Nurse	11	Religious Director
College Physician	11	Research Bureau
Personnel Committee	10	Student Activities Council
Faculty Counsellors	8	Student Advisers
College Deans	7	Student Senate
Psychology Department	5	Student Union
Student Affairs Committee ...	5	Y. W. C. A.
Physical Education Department	4	Business Manager
Registrar	4	Coach
Testing Bureau	4	Dormitory Resident Heads
College Administration Committee	3	Education Department
Admissions Office	3	Men's Executive Council
Freshman Dean	3	Women's Executive Council ...
President	3	Scholarship Committee
Y. M. C. A.	3	Student Christian Association..
Discipline Committee	2	Student Life Committee
Dormitory Committee	2	Vocational Guidance Committee

57. Do the duties of any of these agencies overlap with your specific duties?..... How?.....

Yes	29	No Answer
No	18	Conditional

EXHIBIT 4D

Group No. IV—46 Institutions

500-999 Men Students

Rank According to (A, B & C)—1982	Rank According to (A, B & C)—1989	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question
Rank According to (A, B & C)—1982	Rank According to (A, B & C)—1989	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question
1.	20	38	58	42	45	37	39
2.	33	44	77	23	45	19	23
3.	34	41	75	25	32	22	31
4.	67	17	84	16	36	12	15
5.	12	19	31	69	43	51	46
6.	67	5	72	28	42	25	34
7.	61	18	79	21	38	17	20
8.	62	13	75	25	39	21	24
9.	68	5	73	27	22	24	10
10.	20	13	33	67	40	50	44
11.	5	18	23	77	38	53	52
12.	9	14	23	77	36	54	49
13.	7	20	27	73	41	52	53
14.	12	24	36	64	42	48	50
15.	16	19	35	65	43	49	51
16.	35	32	67	33	34	30	14
17.	49	33	82	18	43	13	11
18.	34	34	68	32	41	26	22
19.	75	23	98	2	43	1	1
20.	61	32	93	7	41	5	4
21.	80	18	98	2	40	2	2
22.	33	33	66	34	39	33	32
23.	29	37	66	34	38	34	38
24.	73	23	96	4	44	3	9
25.	83	8	91	9	36	6	3
26.	79	11	90	10	38	8	5
27.	56	29	85	15	34	10	21
28.	31	36	67	33	39	28	35
29.	22	17	39	61	36	47	40
30.	31	36	67	33	45	27	17
31.	39	45	84	16	44	11	6
32.	34	32	66	34	41	32	33
33.	10	38	48	52	42	40	42
34.	58	29	87	13	45	9	7
35.	16	29	45	55	31	42	43
36.	14	26	40	60	42	46	48
37.	24	20	44	56	41	44	36
38.	17	24	41	59	41	45	45
39.	39	28	67	33	36	29	30
40.	36	9	45	55	11	43	54
41.	47	35	82	18	34	14	20
42.	60	19	79	31	43	16	25
43.	23	23	46	54	35	41	47
44.	38	25	63	37	16	36	37
45.	54	23	77	23	39	20	18
46.	57	9	63	37	21	35	19
47.	44	34	78	22	41	18	16
48.	38	36	74	26	39	23	29
49.	55	25	80	20	20	15	28
50.	35	32	67	33	31	31	26
51.	18	31	49	51	35	39	12
52.	71	20	91	9	34	7	8
53.	57	38	95	5	21	4	13
54.	13	41	54	46	39	38	41

EXHIBIT 4D

Personal Data

INSTRUCTION

* * *

Do You Teach in Addition to Your
Administrative Duties?

	No.
Yes	29
No	17

* * *

Number of Hours

Hours	No.
1- 2	2
3- 4	7
5- 6	3
7- 8	5
9-10	3
11-12	4
13-14	1
15-16	4

* * *

Subject Taught

	No.
Social Science	9
Natural Science and Mathematics	8
Education	3
Language and Literature	6
Miscellaneous	3
Average Hours Taught Per Week	7.28
% of Deans in this Group Teaching	63

EDUCATIONAL PREPARATION
FOR WORK

	No.
Yes	14
No	32

* * *

ASSISTANTS

	No.
No Assistants	34
One or More	12

* * *

ADMINISTRATIVE
RESPONSIBILITY

To Whom Are You Responsible?

	No.
President	40
Director of Personnel	2
Secretary	1
Academic Dean	2
Board of Trustees	1

NEW MATERIAL IN 1939 SURVEY

55. What functional changes have been made in your office during the
past seven years?

N. Y. A. Supervision Added...	3	Increased Responsibility for Scholarship Administration..	2
Office Recently Created.....	3	Added Supervision of Student Organizations	2
Centralization of Personnel...	3	Added Testing and Guidance Department	2
Appointment of Assistant Dean	2	Added Duties of Admissions Officer	1
Increased Attendance Super- vision	2	Shift of Admissions to Other Departments	1
Shifted Disciplinary Action to Committee	2	Increased Clinical Procedure...	1
Added More Comprehensive Housing Program	2	Established Counselling Pro- gram	1
Added Graduate Placement	2		

Increased Dormitory Supervision	1	Shift of Scholarship Supervision to Other Department ...	1
Less Employment Supervision..	1	Increased Responsibility in Student Affairs	1
Added Financial Aid Administration	1	Accretion of Supervisory Functions	1
Added "Freshman Week"	1	Shifted Testing Program to Psychology Department	1
Reduced Health Supervision...	1	Added Vocational Research ...	1

56. What other agencies on your campus other than strictly academic officers deal with individual student problems?

Health Service	26	Y. M. C. A.	2
Dean of Women	25	Y. W. C. A.	2
School Physician	9	Athletic Board	1
Testing Bureau	9	Business Officer	1
Placement Bureau	7	Deans' Committee	1
Psychiatric Clinic	5	Discipline Committee	1
Personnel Committee	4	Executive Committee	1
Dormitory Council	3	Graduate Interests Committee	1
Dean of Freshmen Men	3	Men's Senate	1
Research Bureau	3	School Nurse	1
Registrar	3	Physical Education Department	1
Social Committee	3	Publications Board	1
Advisory Committee	2	Student Christian Association	1
Faculty Committee	2	Student Council	1
Freshmen Counsellors	2	Student Senate	1
Board of Religious Activity ...	2	Student Welfare Director	1
		Chairman of Women's Council	1

57. Do the duties of any of these agencies overlap with your specific duties?..... How?.....

Yes	10	No Answer	12
No	22	Conditional	2

EXHIBIT 4E

Group V—23 Institutions

1000-1999 Men Students

Rank According to (A, B & C)— 1982	Rank According to (A, B & C)— 1989	Number of Replies to the Question Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question
Rank According to (A, B & C)— 1982	Rank According to (A, B & C)— 1989	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)
1.	4	23	27	73	22	46
2.	38	48	86	14	21	14
3.	42	26	68	32	19	26
4.	59	35	94	6	17	10
5.	0	27	27	73	22	47
6.	33	28	61	39	18	31
7.	53	32	85	15	19	16
8.	60	15	75	25	20	20
9.	57	29	86	14	14	15
10.	0	19	19	81	21	49
11.	0	10	10	90	21	53
12.	6	6	12	88	18	51
13.	10	5	15	85	20	50
14.	5	5	10	90	20	54
15.	5	5	10	90	21	52
16.	35	12	47	53	17	38
17.	44	17	61	39	23	30
18.	25	30	55	45	20	35
19.	87	9	96	4	23	5
20.	73	23	96	4	22	8
21.	87	9	96	4	23	5
22.	33	38	71	29	21	23
23.	32	36	68	32	22	25
24.	74	17	91	9	23	11
25.	73	27	100	0	22	1
26.	76	19	95	5	21	9
27.	61	17	78	22	18	19
28.	19	29	48	52	21	37
29.	33	11	44	56	18	41
30.	41	41	82	18	22	18
31.	43	48	91	9	21	13
32.	27	32	59	41	22	33
33.	27	23	50	50	22	36
34.	65	31	96	4	23	7
35.	6	33	39	61	18	43
36.	18	27	45	55	22	39
37.	30	35	65	35	20	27
38.	29	33	62	38	17	29
39.	41	59	100	0	17	3
40.	13	12	25	75	8	48
41.	41	24	65	35	17	28
42.	52	17	69	31	23	24
43.	10	19	29	71	21	45
44.	10	30	40	60	10	42
45.	61	11	72	28	18	21
46.	43	29	72	28	14	22
47.	64	18	82	18	22	17
48.	25	20	45	55	20	40
49.	42	16	58	42	12	34
50.	39	22	61	39	18	32
51.	67	24	91	9	21	12
52.	84	16	100	0	19	2
53.	62	38	100	0	13	4
54.	18	18	36	64	22	44

Personal Data

EXHIBIT 4E

INSTRUCTION

* * *

**Do You Teach in Addition to Your
Administrative Duties?**

	No.
Yes	16
No	7

* * *

Number of Hours

Hours	No.
3- 4	7
5-6	4
7- 8	1
9-10	3
11-12	1

* * *

Subject Taught

	No.
Social Science	3
Natural Science & Mathematics	3
Education	4
Language & Literature	2
Agriculture	2
Miscellaneous	2

* * *

Average Hours Taught
Per Week 5.63
% of Deans in this Group
Teaching 69.6

EDUCATIONAL PREPARATION FOR WORK

	No.
Yes	8
No	15

* * *

ASSISTANTS

	No.
No Assistants	11
One or More	12

* * *

ADMINISTRATIVE RESPONSIBILITY

To Whom Are You Responsible?

	No.
President	22
Academic Dean	1

NEW MATERIAL IN 1939 SURVEY

55. What functional changes have been made in your office duties during the past seven years?

Added Student Employment Supervision	3	Added Student Loan Supervision	1
Added N. Y. A. Supervision....	3	Added Orientation Program ...	1
Added Health Service	2	Changed Method of Handling Personal History Data	1
Office Recently Created	2	Centralization of Responsibilities	1
Added Social Supervision	2	Added Scholarship Supervision ..	1
Closer Student Affiliation	2	More Study Supervision	1
Added Assistant Dean of Men ..	1	Increased Visual Aids	1
Less Dormitory Supervision ..	1		
More Dormitory Supervision...	1		

56. What other agencies on your campus other than strictly academic officers deal with individual student problems?

Dean of Women	17	Attendance and Scholarship Committee	1
Health Service	12	College Chaplains	1
Personnel Office	6	Dormitory Matrons	1
College Deans	4	Freshmen Group Advisers and Sponsors	1
Testing Bureau	4	Student Government Committee	1
Student Employment Director	3	Mental Hygienist	1
College Nurse	3	N. Y. A. Committee	1
College Physician	3	Physical Education Department	1
Housing Committee	2	Placement Bureau	1
Psychology Department	2	Residence Directors	1
Registrar	2	Student Christian Association	1
Intercollegiate Athletic Department	1	Student Welfare Director	1
Intra-mural Athletic Department	1	Y. M. C. A.	1

57. Do the duties of any of these agencies overlap with your specific duties?..... How?.....

Yes	10	No Answer	1
No	11	Conditional	1

EXHIBIT 4F

Group No. VI—28 Institutions

2000-3999 Men Students

Rank According to (A, B & C)— 1982	Rank According to (A, B & C)— 1989	Number of Replies to the Question Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question	
Rank According to (A, B & C)— 1982	Rank According to (A, B & C)— 1989	Number of Replies to the Question Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question	
1.	11	14	25	75	28	44	53
2.	26	48	74	26	27	19	9
3.	13	35	48	52	23	30	32
4.	38	43	81	19	21	14	8
5.	0	7	7	93	28	53	54
6.	42	12	54	46	26	27	26
7.	60	10	70	30	20	20	22
8.	52	24	76	24	21	17	25
9.	31	31	62	38	16	22	17
10.	0	25	25	75	28	45	43
11.	0	8	8	92	26	52	44
12.	0	9	9	91	22	50	50
13.	0	7	7	93	28	53	51
14.	0	11	11	89	27	49	52
15.	4	15	19	81	27	48	48
16.	17	33	50	50	24	29	16
17.	39	43	82	18	28	10	7
18.	25	21	46	54	28	31	39
19.	75	21	96	4	28	2	1
20.	54	31	85	15	26	9	5
21.	70	26	96	4	27	3	2
22.	28	36	64	36	25	21	15
23.	26	33	59	41	27	23	27
24.	79	7	86	14	28	7	6
25.	96	4	100	0	26	1	3
26.	76	20	96	4	25	4	4
27.	43	48	91	9	23	5	11
28.	12	27	39	61	26	35	31
29.	13	30	43	57	23	33	33
30.	41	41	82	18	27	11	23
31.	41	44	85	15	27	8	19
32.	33	22	55	45	27	27	37
33.	8	19	27	73	26	43	42
34.	58	23	81	19	26	13	12
35.	9	19	28	72	21	42	29
36.	12	12	24	76	26	46	45
37.	18	18	36	64	27	38	35
38.	15	23	38	62	26	36	38
39.	30	12	42	58	23	34	13
40.	0	9	9	91	11	51	41
41.	15	50	65	35	20	39	18
42.	32	25	57	43	28	24	30
43.	12	12	24	76	25	47	46
44.	8	25	33	67	12	41	34
45.	36	16	52	48	25	28	36
46.	30	26	56	44	23	25	21
47.	39	36	75	25	28	18	24
48.	25	8	33	67	24	40	47
49.	22	22	44	56	9	32	49
50.	50	27	77	23	26	15	28
51.	41	41	82	18	27	11	20
52.	46	31	77	23	26	16	14
53.	29	59	88	12	17	6	10
54.	18	18	36	64	28	37	40

EXHIBIT 4F

Personal Data

INSTRUCTION

* * *

Do You Teach in Addition to Your
Administrative Duties?

	No.
Yes	22
No	6

* * *

Number of Hours

Hours	No.
1- 2	3
3- 4	3
5- 6	7
7- 8	2
9-10	4
11-12	2
13-14	1

* * *

Subject Taught

	No.
Social Science	6
Natural Science & Mathematics	3
Humanities & Fine Arts	1
Language & Literature	5
Miscellaneous	7

* * *

Average Hours Taught

Per Week 6.23

% of Deans in this

Group Teaching 78.6

EDUCATIONAL PREPARATION

FOR WORK

	No.
Yes	3
No	25

* * *

ASSISTANTS

	No.
No Assistants	13
One or More	15

* * *

ADMINISTRATIVE
RESPONSIBILITY

To Whom Are You Responsible?

	No.
President	26
Administrative Council	1
Dean of Personnel	1

NEW MATERIAL IN 1939 SURVEY

55. What functional changes have been made in your office duties during the past seven years?

Added Fraternity Supervision..	4	Added Supervision of Extra-	
Made Admissions Director	2	curricular Activities	1
Added Administration of Loans	2	Less Fraternity Supervision ...	1
Closer Supervision over Stu-		Added Health Service	1
dent Organizations	2	Added N. Y. A. Supervision ...	1
Increase Administrative Duties	1	Office Recently Created	1
Discontinued Attendance Su-		Increased Personnel Supervis-	
per vision	1	ion	1
Closer Contact with Individ-		Made Personnel Director	1
ual Student	1	Added Committee on Student	
Shifting of Counselling to Stu-		Residence	1
dent Counsellors	1	Spreading of Responsibility to	
Expanded Counselling Program	1	Faculty	1
Less Discipline	1	Added Social Supervision	1
		Less Teaching	1

56. What other agencies on your campus other than strictly academic officers deal with individual student problems?

Health Service	15	Director of Student Loans and Placements	2
Dean of Women	14	College Psychiatrist	2
Personnel Bureau	5	Registrar	2
Testing Bureau	5	Student Council	2
College Deans	4	Y. M. C. A.	2
Psychology Department	4	Admissions Director	1
Y. W. C. A.	4	Alumni Secretary	1
Director of Residence Halls and Commons	3	Athletic Director	1
Counselling Committee	2	Dean of Basic Division	1
Physical Education Department	2	Cadet Commandant	1
Employment Secretary	2	Discipline Committee	1
Faculty Members	2	Finance Board	1
Freshmen Dean	2	Adviser to Foreign Students ..	1
Housing Secretary	2	Mothers' Club	1
Hygiene Department	2	N. Y. A.	1
		School Physician	1
		Prefect Religion	1
		Scholarship Committee	1

57. Do the duties of any of these agencies overlap with your specific duties?..... How?.....

Yes 7 No Answer 6
No 13 Conditional 2

EXHIBIT 4G

Group No. VII—6 Institutions

4000-5999 Men Students

Rank According to (A, B & C) — 1982	No Ranking Because of Scarcity of Replies Within This Particular Group											
Rank According to (A, B & C) — 1983	No Ranking Because of Scarcity of Replies Within This Particular Group											
Number of Replies to the Question	No Ranking Because of Scarcity of Replies Within This Particular Group											
Percentage Performed by Another Officer or Agency (D)	No Ranking Because of Scarcity of Replies Within This Particular Group											
Percentage Performed by Dean in Some Capacity (A, B & C)	No Ranking Because of Scarcity of Replies Within This Particular Group											
Percentage Performed by Dean With Another Agency (C)	No Ranking Because of Scarcity of Replies Within This Particular Group											
Percentage Performed by Dean or a Direct Assistant (A & B)	No Ranking Because of Scarcity of Replies Within This Particular Group											
Number of Question	No Ranking Because of Scarcity of Replies Within This Particular Group											
Rank According to (A, B & C) — 1982	No Ranking Because of Scarcity of Replies Within This Particular Group											
Rank According to (A, B & C) — 1983	No Ranking Because of Scarcity of Replies Within This Particular Group											
Number of Replies to the Question	No Ranking Because of Scarcity of Replies Within This Particular Group											
Percentage Performed by Another Officer or Agency (D)	No Ranking Because of Scarcity of Replies Within This Particular Group											
Percentage Performed by Dean in Some Capacity (A, B & C)	No Ranking Because of Scarcity of Replies Within This Particular Group											
Percentage Performed by Dean With Another Agency (C)	No Ranking Because of Scarcity of Replies Within This Particular Group											
Percentage Performed by Dean or a Direct Assistant (A & B)	No Ranking Because of Scarcity of Replies Within This Particular Group											
Number of Question	No Ranking Because of Scarcity of Replies Within This Particular Group											

28.	17	17	34	66	6
29.	17	17	34	66	6
30.	50	17	67	33	6
31.	50	17	67	33	6
32.	50	17	67	33	6
33.	17	17	34	66	6
34.	83	17	100	0	6
35.	40	20	60	40	5
36.	0	17	17	83	6
37.	17	33	50	50	6
38.	0	17	17	83	6
39.	25	25	50	50	4
40.	0	50	50	50	2
41.	40	20	60	40	5
42.	67	16	83	17	6
43.	0	40	40	60	5
44.	0	33	33	67	3
45.	50	50	100	0	4
46.	40	20	60	40	5
47.	67	16	83	17	6
48.	40	20	60	40	5
49.	0	0	0	0	0
50.	50	25	75	25	4
51.	25	50	75	25	4
52.	80	20	100	0	5
53.	60	20	80	20	5
54.	50	17	67	33	6

1.	17	16	33	67	6
2.	33	50	83	17	6
3.	0	75	75	25	4
4.	67	0	67	33	6
5.	0	0	0	100	5
6.	67	0	67	33	6
7.	67	0	67	33	3
8.	50	33	83	17	6
9.	60	20	80	20	5
10.	0	33	33	67	6
11.	0	17	17	83	6
12.	0	17	17	83	6
13.	0	0	0	100	6
14.	0	17	17	83	6
15.	0	17	17	83	6
16.	17	67	84	16	6
17.	33	50	83	17	6
18.	33	17	50	50	6
19.	50	50	100	0	6
20.	50	50	100	0	6
21.	50	50	100	0	6
22.	17	50	67	33	6
23.	50	25	75	25	4
24.	83	17	100	0	6
25.	60	40	100	0	5
26.	60	40	100	0	5
27.	40	40	80	20	5

EXHIBIT 4G

Personal Data

INSTRUCTION		EDUCATIONAL PREPARATION FOR WORK	
***		No.	
Do You Teach in Addition to Your Administrative Duties?		Yes	3
		No	3

		ASSISTANTS	
		No.	
		No Assistants	0
		One or More	6

		ADMINISTRATIVE RESPONSIBILITY	
		To Whom Are You Responsible?	
		No.	
		President	5
		Board of Regents	1

		Subject Taught	
		No.	
		Natural Science and Mathematics	1
		Education	1
		Miscellaneous	2

		Average Hours Taught	
		Per Week	3.25
		% of Deans in this Group Teaching	67

NEW MATERIAL IN 1939 SURVEY

55. What functional changes have been made in your office duties during the past seven years?

Reduced Car Regulations	1	Increased Supervision of extra- curricular activities	1
Increased Counselling	1	Closer co-operation with fraternities	1
Elaboration of Cumulative Record	1	Increased personnel duties	1

56. What other agencies on your campus other than strictly academic officers deal with individual student problems?

Health Service	4	Assistant to President of University	1
Counsellor for Women	3	Psychology Department	1
Director of Admissions	1	Registrar	1
Inter-fraternity Alumni Board of Control	1	University Secretary	1
Personnel Director	1	Student Senate	1
Physical Education Department	1	Y. M. C. A.	1
		Y. W. C. A.	1

122 TWENTY-FIRST ANNUAL CONFERENCE

**57. Do the duties of any of these agencies overlap with your specific
 duties?..... How?.....**

No. 6

EXHIBIT 4H

Group No. VIII—13 Institutions

6000 And Over Men Students

Rank According to (A, B & C)— 1932	Rank According to (A, B & C)— 1939	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question						
Rank According to (A, B & C)— 1932	Rank According to (A, B & C)— 1939	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean in Some Capacity (A, B & C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A & B)	Number of Question						
1.	0	15	15	85	13	45	28.	9	18	27	73	11	43
2.	46	38	84	16	13	16	29.	45	27	72	28	11	20
3.	20	30	50	50	10	33	30.	83	17	100	0	12	5
4.	38	37	75	25	8	19	31.	69	31	100	0	13	8
5.	0	8	8	92	13	47	32.	50	0	50	50	12	29
6.	50	8	58	42	12	24	33.	8	15	23	77	13	44
7.	45	0	45	55	11	36	34.	92	0	92	8	12	10
8.	58	9	67	33	12	22	35.	22	11	33	67	9	40
9.	50	0	50	50	8	29	36.	0	15	15	85	13	45
10.	0	8	8	92	13	47	37.	15	23	38	62	13	38
11.	0	8	8	92	13	47	38.	15	15	30	70	13	42
12.	0	8	8	92	13	47	39.	23	38	61	39	13	23
13.	0	8	8	92	13	47	40.	0	0	0	100	8	54
14.	0	8	8	92	13	47	41.	25	25	50	50	12	32
15.	0	8	8	92	13	47	42.	50	8	58	42	12	24
16.	8	23	31	69	13	41	43.	25	8	33	67	12	39
17.	31	54	85	15	13	14	44.	43	14	57	43	7	27
18.	23	23	46	54	13	35	45.	40	30	70	30	10	21
19.	77	23	100	0	13	6	46.	28	14	42	58	7	37
20.	31	54	85	15	13	14	47.	54	23	77	23	13	18
21.	85	15	100	0	13	3	48.	29	29	58	42	7	26
22.	23	61	84	16	13	17	49.	50	0	50	50	2	29
23.	15	38	53	47	13	28	50.	50	42	92	8	12	12
24.	77	23	100	0	13	6	51.	67	25	92	8	12	11
25.	92	8	100	0	13	1	52.	90	10	100	0	10	2
26.	85	15	100	0	13	3	53.	86	0	86	14	7	13
27.	69	31	100	0	13	8	54.	8	42	50	50	12	34

No Ranking Because of Replies Within This Particular Group						
28.	9	18	27	73	11	43
29.	45	27	72	28	11	20
30.	83	17	100	0	12	5
31.	69	31	100	0	13	8
32.	50	0	50	50	12	29
33.	8	15	23	77	13	44
34.	92	0	92	8	12	10
35.	22	11	33	67	9	40
36.	0	15	15	85	13	45
37.	15	23	38	62	13	38
38.	15	15	30	70	13	42
39.	23	38	61	39	13	23
40.	0	0	0	100	8	54
41.	25	25	50	50	12	32
42.	50	8	58	42	12	24
43.	25	8	33	67	12	39
44.	43	14	57	43	7	27
45.	40	30	70	30	10	21
46.	28	14	42	58	7	37
47.	54	23	77	23	13	18
48.	29	29	58	42	7	26
49.	50	0	50	50	2	29
50.	50	42	92	8	12	12
51.	67	25	92	8	12	11
52.	90	10	100	0	10	2
53.	86	0	86	14	7	13
54.	8	42	50	50	12	34

No Ranking Because of Scarcity of
Replies Within This Particular GroupNo Ranking Because of Scarcity of
Replies Within This Particular Group

INSTRUCTION

• • • • •
• • •

No.

• • • • •

• • •

on Time

FOR WORK

No.

• • •

To Whom Are You Responsible?

No.

Health Service	11	College Deans	2
Dean of Women	9	Personnel Committees	2
Guidance and Placement Bureau	4	Faculty Committee	1
Psychiatric Clinic	4	Counsellor for Foreign Students	1
Department Advisers	3	Men's Council	1
Orientation Advisers	3	Counsellor of Religious	
Testing Bureau	3	Education	1
Y. M. C. A.	3	College Union	1
Y. W. C. A.	3		

57. Do the duties of any of these agencies overlap with your specific duties? How?

Yes 7 Conditional 3
No 3

EXHIBIT 5.

The National Association of Deans and Advisers of Men

Rank of functions 1939	Functions	A & B		C A B & C		D	E	F
		by Dean or direct assistant	by Dean in cooperation with another agency	performed by Dean in some capacity	performed by another agency within the institution and the dean in no way responsible for its performance	number of replies to the question	Rank of function, in 1932 function	
1.	Analyze and adjust student's social problems	75	22	97	3	217	1	
2.	Analyze and adjust student's moral problems	77	20	97	3	212	2	
3.	Analyze and adjust student's emotional difficulties	63	31	94	6	207	3	
4.	Advise with inter-fraternity government	81	12	93	7	156	4	
5.	Penalize for infractions of housing regulations	67	24	91	9	183	9	
6.	Advise with student government	67	23	90	10	204	7	
7.	Supervise Fraternities	73	17	90	10	160	5	
8.	Supervise Housing	67	22	89	11	213	6	
9.	Penalize for infractions of social regulations	53	34	87	13	186	13	
10.	Administer Social Regulations	41	44	85	15	208	11	
11.	Regulate student participation in other-non-athletic extra-curricular activities	47	38	85	15	177	15	
12.	Enforce payment of student's private bills	50	35	85	15	120	14	
13.	Conduct research in student's problems	52	30	82	18	170	8	
14.	Aid students in making academic adjustments	46	35	81	19	214	10	

15. Conduct "Freshman Week"	29	50	79	21	212	12
16. Penalize students for moral delinquencies	46	32	78	22	207	16
17. Supervise placement of part-time workers	48	26	74	26	202	26
18. Supervise vocational counselling program	43	31	74	26	160	18
19. Supervise social calendar	35	37	72	28	210	21
20. Keep official record of student's personal history	53	18	71	29	188	24
21. Interview entering students for personal history records	50	21	71	29	185	22
22. Penalize students for infractions of student organization regulations	40	31	71	29	156	31
23. Keep copies of record of student's personal history	50	21	71	29	127	20
24. Enforce automobile regulations	50	21	71	29	123	17
25. Grant excuses for class absences	48	22	70	30	184	30
26. Recommend students for remedial psychiatric treatment	31	35	66	34	164	19
27. Penalize students for chapel or assembly absences	43	22	65	35	108	27
28. Supervise Orientation Courses	28	36	64	36	170	25
29. Approve chaperones for parties	34	28	62	38	199	34
30. Officially administer educational counselling program	32	30	62	38	189	23
31. Administer student loans	21	40	61	39	202	28
32. Keep copies of academic record of student	43	18	61	39	198	33
33. Administer penalties imposed for unsatisfactory work	30	28	58	42	202	29
34. Administer student scholarships	20	37	57	43	189	38
35. Penalize students for class absences	32	25	57	43	179	35
36. Regulate student participation in athletics	18	34	52	48	186	32
37. Recommend students for remedial medical treatment	25	25	50	50	205	36
38. Supervise vocational "follow-up" program	18	30	48	52	94	37
39. Supervise health service	14	31	45	55	206	40
40. Recommend students for remedial physical education	18	26	44	56	198	42
41. Enforce payment of students' institutional bills	12	32	44	56	197	45
42. Determine Admissions	12	30	42	58	218	44

43. Audit student organization accounts	21	21	42	58	175	41
44. Supervise institutional dining halls	13	26	39	61	163	43
45. Supervise mental health clinic	19	20	39	61	75	39
46. Supervise graduate placement	14	24	38	62	186	47
47. Supervise physical examinations	9	23	32	68	203	49
48. Make up students' class schedules	9	23	32	68	201	46
49. Keep official academic record of student	6	22	28	72	213	51
50. Formulate curricula	4	22	26	74	206	50
51. Supervise catalogue	8	15	23	77	203	48
52. Approve selection of faculty members	5	15	20	80	176	52
53. Select members of faculty	2	16	18	82	200	53
54. Conduct faculty meetings	4	13	17	83	199	54

Composite Personal Data

INSTRUCTION

Do You Teach in Addition to Your Administrative Duties?

	No.	%
Yes	181	81.53
No	41	18.47

Number of Hours (181 Replies)

Hours	No.
1- 2	13
3- 4	33
5- 6	29
7- 8	24
9-10	28
11-12	26
13-14	11
15-16	11
17-18	10
19-20	1
21-22	2
23-24	2

Subject Taught (181 Replies)

	No.	%
Social Science	50	27.62
Natural Science & Mathematics	36	19.89
Education	29	16.02
Humanities & Fine Arts	3	1.66

EDUCATIONAL PREPARATION FOR WORK (222 Replies)

	No.	%
Yes	71	31.98
No	151	68.02

ASSISTANTS (222 replies)

	No.	%
No Assistants	151	68.02
One or More	71	31.98

ADMINISTRATIVE RESPONSIBILITY

To Whom Are You Responsible?

	No.
President	205
Academic Dean	8
Executive Vice-President	2
Director of Personnel	3
Board of Regents	2
Secretary	1
Administrative Council	1

Language &		
Literature	25	13.81
Agriculture	3	1.66
Engineering	1	.56
Miscellaneous	34	18.78
* * *		
Average Hours Taught		
Per Week		8.4
% of Deans Teaching		81.53

NEW MATERIAL IN 1939 SURVEY

COMPOSITE OF GROUPS

I THROUGH VIII

55. What functional changes have been made in your office duties during the past seven years?

Office Recently Created	15	Added Supervision of Extra-curricular activities	2
Expanded Counselling Service .	14	Added "Freshman Week"	2
Made Director of N. Y. A.	14	Centralization of Responsibility	2
Added Employment Supervision	10	Less Scholarship Supervision ..	2
Gradually Changing to Personnel	10	Reduced Teaching Load	2
Less Discipline	8	Made Ex Officio Adviser to Student Senate	2
Additional Health Service	7	Shift of Admissions to Other Departments	1
Added Housing Supervision ...	7	Reduced Car Regulations	1
Centralization of Financial Aid	6	Increased Regulation of Chapel Attendance	1
Made Director of Personnel Also	6	Released of Chapel Supervision	1
Enlarged Office Responsibilities	6	Increased Clinical Procedure ..	1
Centralization of Student Organizations	6	Additional Committee Work ..	1
Increased Administrative Duties	5	Made Dean of College Also	1
Added Dormitory Supervision..	5	Less Dormitory Supervision ...	1
Expanded Guidance Program..	5	Made Director of Educational Research Also	1
Added Fraternity Supervision..	5	Increased Cooperation with Financial Department	1
Liberalizing of College	4	Less Fraternity Supervision....	1
Added to Scholarship Committee	4	Increased Frosh Discipline	1
Enlarged Achievement Record Service	3	Less Health Supervision	1
Added Duties of Admissions Officer	3	Dropped Housing Supervision..	1
Appointment of Assistant Dean of Men	3	Added Orientation Program ...	1
Additional Attendance Supervision	3	Relieved of Personnel Responsibility	1
Less Employment Supervision..	3	Placement Supervision	1
Added Social Supervision	3	More Scholastic Discipline	1
Added Testing and Guidance Department	3	Relieved of Scholastic Discipline	1
Improved Method of Handling Absences	2	Shifted Testing Program to Psychology Department	1
Less Attendance Supervision...	2	Added Tutorial System	1
		Increased Visual Aids	1

56. What other agencies on your campus other than strictly academic officers deal with individual student problems?

Dean of Women	147	Psychology Department	
Health Service	121	Committees	3
Testing Bureau	41	Scholarship Committee	3
Personnel Committee	28	Student Activities Council	3
College Physician	27	Student Christian Association..	3
Faculty Counsellors	26	Student Union	3
College Deans	21	Vocational Guidance	
College Nurse	20	Committee	3
Placement Bureau	16	Bursar	2
Registrar	15	Business Manager	2
Psychiatric Clinic	14	College Chaplains	2
Psychology Department	14	Dietician	2
Physical Education Department	13	Women's Executive Council ...	2
Y. M. C. A.	13	Adviser to Foreign Students ..	2
Y. W. C. A.	12	Director of Student Loans	
Freshman Dean	10	and Placements	2
Dormitory Committee	8	Speech Clinic	2
Housing Committee	8	Student Advisers	2
Student Senate	8	Student Life Committee	2
President	6	Student Welfare Director	2
Religious Director	6	Inter-Fraternity Alumni	
Student Affairs Committee	6	Board of Control	1
Admissions Office	5	Alumni Secretary	1
Discipline Committee	5	Intra-Mural Athletic	
Dormitory Resident Heads	5	Department	1
Research Bureau	5	Cadet Commandant	1
Department Advisers	4	Coach	1
Inter-Collegiate Athletic		Education Department	1
Department	4	English Department	1
N. Y. A.	4	Finance Board	1
Social Committee	4	Freshman Week Committee ..	1
College Administrative		Graduate Interests Committee	1
Committee	3	Mothers' Club	1
Student Employment Director.	3	Publications Board	1
Men's Executive Council	3	Student Aid Committee	1
Freshman Problems Committee	3	Practice Teachers	1
		Treasurer's Assistant	1

57. Do the duties of any of these agencies overlap with your specific duties? How?

Yes	79	No Answer	42
No	89	Conditional Answer	15

SUMMARIZED TABLE OF FUNCTIONAL RANKINGS BY INDIVIDUAL GROUPS

Exhibit 6

NUMBER OF QUESTION	GROUP I		GROUP II		GROUP III		GROUP IV		GROUP V		GROUP VI		GROUP VII		GROUP VIII		COMPOSITE	
	1939	1932	1939	1932	1939	1932	1939	1932	1939	1939	1932	1939	1932	1939	1932	1939	1932	1939
1.	—	44	36	37	45	41	37	39	46	44	53	—	—	45	—	42	44	
2.	—	18	14	15	18	6	19	23	14	15	9	—	—	16	—	15	12	
3.	—	21	25	30	32	13	22	31	26	19	30	32	—	33	—	28	25	
4.	—	7	8	4	19	4	12	15	10	11	14	8	—	19	—	13	8	
5.	—	53	44	42	47	52	51	46	47	49	53	54	—	47	—	49	51	
6.	—	38	35	35	29	29	25	34	41	37	27	26	—	24	—	32	33	
7.	—	32	15	20	31	22	17	20	16	32	20	22	—	36	—	21	22	
8.	—	33	21	23	30	25	21	24	20	29	17	25	—	22	—	20	24	
9.	—	34	19	17	22	21	24	10	15	31	22	17	—	29	—	23	20	
10.	—	31	40	43	48	37	50	44	49	47	45	43	—	47	—	48	46	
11.	—	52	51	53	53	53	53	52	53	53	52	44	—	47	—	53	53	
12.	—	50	50	52	51	51	54	49	51	52	50	50	—	47	—	52	52	
13.	—	54	54	54	54	54	52	53	50	54	53	51	—	47	—	54	54	
14.	—	48	52	44	46	47	48	50	54	50	49	52	—	47	—	50	50	

15.	—	—	43	53	49	52	50	49	51	52	48	48	48	—	—	47	—	51	48
16.	—	—	35	22	25	25	24	30	14	38	33	29	16	—	—	41	—	30	23
17.	—	—	16	12	10	8	8	13	11	30	17	10	7	—	—	14	—	14	10
18.	—	—	22	32	29	27	27	26	22	35	36	31	39	—	—	35	—	33	29
19.	—	—	4	4	1	1	1	1	1	5	2	2	1	—	—	6	—	1	1
20.	—	—	6	2	2	2	3	5	4	8	5	9	5	—	—	14	—	3	3
21.	—	—	5	1	3	3	2	2	2	5	4	3	2	—	—	3	—	2	2
22.	—	—	41	38	33	35	34	33	32	23	27	21	15	—	—	17	—	31	28
23.	—	—	51	33	45	39	32	34	38	25	39	23	27	—	—	28	—	34	38
24.	—	—	17	6	8	11	5	3	9	11	9	7	6	—	—	6	—	6	7
25.	—	—	2	13	9	6	7	6	3	1	3	1	3	—	—	1	—	4	4
26.	—	—	3	16	6	10	12	8	5	9	8	4	4	—	—	3	—	7	5
27.	—	—	19	26	22	7	18	10	21	19	13	5	11	—	—	8	—	11	15
28.	—	—	30	41	32	33	35	28	35	37	25	35	31	—	—	43	—	36	32
29.	—	—	49	42	50	49	46	47	40	41	43	33	33	—	—	20	—	43	41
30.	—	—	15	30	26	21	28	27	17	18	18	11	23	—	—	5	—	19	21
31.	—	—	9	7	12	9	14	11	6	13	12	8	19	—	—	8	—	10	11
32.	—	—	23	28	28	28	45	32	33	33	30	27	37	—	—	29	—	29	34
33.	—	—	26	45	34	34	38	40	42	36	42	43	42	—	—	44	—	39	40
34.	—	—	1	3	7	12	9	9	7	7	10	13	12	—	—	10	—	8	6
35.	—	—	40	46	46	44	44	42	43	43	41	42	29	—	—	40	—	44	43
36.	—	—	47	47	47	50	49	46	48	39	51	46	45	—	—	45	—	47	49
37.	—	—	37	31	27	36	40	44	36	27	40	38	35	—	—	38	—	37	36
38.	—	—	39	39	40	41	43	45	45	29	45	36	38	—	—	42	—	40	42
39.	—	—	42	29	13	24	20	29	30	3	21	34	13	—	—	23	—	26	19
40.	—	—	25	20	11	40	26	43	54	48	38	51	41	—	—	54	—	45	39
41.	—	—	24	9	14	17	11	14	20	28	23	39	18	—	—	32	—	18	18
42.	—	—	36	18	21	15	23	16	25	24	34	24	30	—	—	24	—	17	26

43.	—	—	45	49	48	42	42	41	47	45	44	47	46	—	39	—	46	47
44.	—	—	29	43	41	38	30	36	37	42	24	41	34	—	27	—	38	37
45.	—	—	27	27	38	20	31	20	18	21	25	28	36	—	21	—	25	30
46.	—	—	13	11	16	13	19	35	19	22	22	25	21	—	37	—	24	17
47.	—	—	8	23	18	14	17	18	16	17	7	18	24	—	18	—	16	16
48.	—	—	20	37	39	37	39	23	29	40	28	40	47	—	26	—	35	35
49.	—	—	14	34	31	23	33	15	28	34	16	32	49	—	29	—	27	27
50.	—	—	10	17	36	26	36	31	26	32	20	15	28	—	12	—	22	31
51.	—	—	12	10	19	5	16	39	12	12	6	11	20	—	11	—	9	13
52.	—	—	11	5	5	4	10	7	8	2	14	16	14	—	2	—	5	9
53.	—	—	28	24	24	16	15	4	13	4	1	6	10	—	13	—	12	14
54.	—	—	46	48	51	43	48	38	41	44	35	37	40	—	34	—	41	45

APPENDIX B

Functional Gains and Losses in the 1939 Survey

Fred H. Turner

University of Illinois

One of the greatest values of the survey material secured in 1939 is the opportunity to compare it with the results of the 1932 survey and study the trends of the different functions. These trends take three directions: first, static, those functions which held certain positions in 1932 and have retained exactly the same positions in 1939; second, those functions which have lost position in 1939 as compared with 1932; and third, those which have gained standing in 1939 as compared with 1932. These functional gains and losses together with those which neither lost nor gained point definitely to the functions which are most commonly found in the office of the Dean of Men, and also show the changes which have taken place in seven years with some functions less popular and certain others decidedly more prevalent.

For the purpose of this paper, most of this material can be shown in tabular form:

I. Functions which have remained static and have neither gained or lost.

Number of Question	Question	Position in 1932	Position in 1939
19	Analyze and adjust student's social problems	1	1
21	Analyze and adjust student's moral problems	2	2
20	Analyze and adjust student's emotional difficulties	3	3
25	Advise with inter-fraternity government	4	4
47	Penalize students for moral delinquencies	16	16
41	Supervise vocational counselling program	18	18
49	Penalize students for chapel or assembly absences	27	27
48	Penalize students for class absences	35	35
14	Formulate curricula	50	50
12	Approve selection of faculty members	52	52
11	Select members of the faculty	53	53
13	Conduct faculty meetings	54	54

It is interesting to note that the first four functions in 1932 retained their positions in 1939 and that four out of five of those last on the list in 1932 remained in the same position in 1939. The remaining static functions are scattered through the center of the list.

Marked variations from the composite figures for all groups appeared as follows: (See Exhibit 6)

Number of Question	Question	Variations
19	Analyze and adjust student's social problems	Less prevalent in Groups II, V & VII
20	Analyze and adjust student's emotional difficulties	Less prevalent in Groups V, VI & VIII, all larger institutions.
47	Penalize students for moral delinquencies	Marked loss in Group V, marked gain in VI.
41	Supervise vocational counselling program	Marked loss in Group VI.
49	Penalize students for chapel or assembly absences	Marked gain in Groups III, IV, VI; loss in Group V.
48	Penalize students for class absences	Marked loss in Group V.
11	Select members of the faculty	Marked loss in Group VI.

II. Functions which have lost position in 1939 as compared with 1932:

Number of Question	Question	Position in 1932	Position in 1939	Loss
16	Officially administer educational counselling program	23	30	7
39	Recommend students for remedial psychiatric treatment	19	26	7
46	Enforce automobile regulations	17	24	7
40	Supervise mental health clinic	39	45	6
4	Conduct research in student problems	8	13	5
17	Aid students in making academic adjustments	10	14	4
18	Administer penalties imposed for unsatisfactory work	29	33	4
28	Regulate student participation in athletics	32	36	4

3	Supervise orientation courses	25	28	3
9	Keep copies of record of student's personal history	20	23	3
15	Supervise catalogue	48	51	3
22	Administer student loans	28	31	3
26	Supervise Fraternities	5	7	2
10	Make up student's class schedules	46	48	2
29	Audit student organization accounts	41	43	2
34	Supervise Housing	6	8	2
35	Supervise institutional dining halls	43	44	1
37	Recommend students for remedial medical treatment	36	37	1
44	Supervise vocational follow-up program	37	38	1

Losses of one or two places in position probably were not especially significant but losses of from three to seven places seem to be.

Marked variations from the composite figures for all groups appeared as follows: (See Exhibit 6)

Number of Question	Question	Variation
16	Officially administer educational counselling program	Marked loss in Groups IV and VI.
39	Recommend students for remedial psychiatric treatment	Marked loss in Groups II and VI. Marked gain in Group V.
46	Enforce automobile regulations	Marked loss in Group IV.
40	Supervise mental health clinic	Marked losses in Groups II, III, V and VI. Gain in Group IV.
4	Conduct research in student problems	Marked loss in Group III.
17	Aid students in making academic adjustments	Marked loss in Group V.
18	Administer penalties imposed for unsatisfactory work	Marked gain in Group VI.
28	Regulate student participation in Athletics	Marked loss in Groups II and V.
2	Conduct "Freshman Week"	Marked loss in Groups II and VI.
3	Supervise Orientation courses	Marked loss in Group III. Marked gain in Group IV.

9	Keep copies of record of student's personal history	Marked loss in Group IV. Marked gain in Group V.
22	Administer student loans	Marked loss in Group VI.
26	Supervise Fraternities	Marked loss in Group II.
10	Make up student's class schedules	Marked losses in Groups III and IV.
37	Recommend students for remedial medical treatment	Marked gain in Group V.
44	Supervise vocational follow-up program	Marked losses in Groups III and V.

III. Functions which have gained position in 1939 as compared with 1932:

Number of Question	Question	Position in 1932	Position in 1939	Gain
42	Supervise placement of part-time workers	26	17	9
50	Penalize students for infractions of student organization regulations	31	22	9
32	Approve chaperons for parties	34	29	5
45	Grant excuses for class absences	30	25	5
8	Keep official record of student's personal history	24	20	4
23	Administer student scholarships	38	34	4
27	Regulate student participation in other non-athletic extra-curricular activities	15	11	4
51	Penalize for infractions of social regulations	13	9	4
52	Penalize for infractions of housing regulations	9	5	4
54	Enforce payment of student's institutional bills	45	41	4
1	Determine Admissions	24	22	2
5	Keep official academic record of student	51	49	2
30	Supervise social calendar	21	19	2
36	Supervise physical examinations	49	47	2
38	Recommend students for remedial physical education	42	40	2
53	Enforce payment of student's private bills	14	12	2
6	Keep copies of academic record of student	33	32	1
7	Interview entering students			

	for personal history records	22	21	1
24	Advise with student government	7	6	1
31	Administer social regulations	11	10	1
33	Supervise Health Service	40	39	1
43	Supervise graduate placement	47	46	1

Marked variations from the composite figures for all groups appeared as follows: (See Exhibit 6)

Number of Question	Question	Variations
42	Supervise placement of part-time workers	Marked gains in Groups III, IV, V and VI.
50	Penalize students for infractions of student organization regulations	Marked gains in Groups II, III and VI. Marked loss in IV and V.
32	Approve chaperons for parties	Marked gains III and IV.
45	Grant excuses for class absences	Marked gains in Groups II and III. Loss in VI.
8	Keep official record of student's personal history	Marked gains in Groups V and VI.
23	Administer student scholarships	Marked gains in Groups II and V.
27	Regulate student participation in other non-athletic extra-curricular activities	Marked gains in Groups III, IV and VI. Loss in Group V.
51	Penalize for infraction of social regulations	Marked gains in Groups II, III and VI. Loss in V.
52	Penalize for infraction of housing regulations	Marked gains in Groups III and V.
1	Determine Admissions	Marked gain in Group VI.
5	Keep official academic record of student	Marked gain in Group III.
30	Supervise Social Calendar	Marked gain in Groups III and VI. Loss in IV.
36	Supervise physical examinations	Marked gain in Group V.
38	Recommend students for remedial physical education	Marked gain in Group V.
53	Enforce payment of student's private bills	Marked gain in Group IV.
6	Keep copies of academic record of student	Marked gain in Group IV

7	Interview entering students for personal history records	Marked gain in Group V and loss in Group III.
31	Administer social regulations	Marked gain in Group VI.
33	Supervise Health Service	Marked loss in Group II.

These trends as shown by functions which have remained static (12), those which have gained (22), and those which have lost (20) since 1932, can be listed according to type as follows:

Type of Function	Gained	Static	Lost
Group Regulation	6		2
Health Administration	3		3
Individual Aid	3	1	
Record Keeping (Individual)	3		
Regulation (Individual)	2		
Record Keeping (Academic)	1		1
Record Keeping (Attendance)	1	1	
Disciplinary (Individual Conduct)	1	2	1
Institutional Administration	1	3	1
Student Government (Advisory)	1	1	
Individual Advising		4	
Curricular Advising		1	1
Academic Administration			5
Athletic Administration			1
Discipline (Academic)			1
Financial Administration			1
Food Management			1
Research			1
	22	12	20

These functional trends seem to point toward more regulative functions for Deans of Men, more advisory work with individuals and groups in all fields, and less institutional and academic duties.

Finally in the questionnaire sent out to Deans and Advisers of Men, a question, number 55, was included which asked: "What functional changes have been made in your office duties during the past seven years?" The replies to this question, classified as positive or negative, and ambiguous answers, are as follows: (See Exhibit 5). It will be noted that in many cases the answers to this question when classified, cancel each other.

FUNCTIONAL GAINS AND LOSSES POSITIVE

Office Recently Created	15
Expanded Counselling Service	14
Made Director of NYA	14

Added Employment Supervision	10
Additional Health Service	7
Added Housing Supervision	7
Made Director of Personnel Also	6
Enlarged Office Responsibilities	6
Increased Administrative Duties	5
Added Dormitory Supervision	5
Expanded Guidance Program	5
Added Fraternity Supervision	5
Added to Scholarship Committee	4
Enlarged Achievement Record Service	3
Added Assistant Dean of Men	3
Additional Attendance Supervision	3
Added Social Supervision	3
Added Testing and Guidance Department	3
Improved Method of Handling Absences	2
Added Supervision of Extra-Curricular Activities	2
Added "Freshman Week"	2
Made Ex-Officio Adviser to Student Senate	2
Increased Regulation of Chapel Attendance	1
Increased Clinical Procedure	1
Additional Committee Work	1
Increased Cooperation with Financial Department	1
Increased Freshman Discipline	1
Added Orientation Program	1
Placement Supervision	1
More Scholastic Discipline	1
Added Tutorial System	1
Increased Visual Aids	1

NEGATIVE

Less Discipline	8
Less Employment Supervision	3
Less Attendance Supervision	2
Less Scholarship Supervision	2
Reduced Car Regulations	1
Released of Chapel Supervision	1
Less Dormitory Supervision	1
Less Fraternity Supervision	1
Less Health Supervision	1
Less Housing Supervision	1
Less Personnel Responsibility	1
Less Scholastic Discipline	1

AMBIGUOUS

Gradually changing to Personnel	10
Centralization of Financial Aid	6
Centralization of Student Organizations	6
Liberalizing of College	4

Added Duties of Admissions Officer	3
Centralization of Responsibility	2
Reduced Teaching Loan	2
Shift of Admissions to Other Departments	1
Made Dean of College Also	1
Made Director of Educational Research Also	1
Shifted Testing Program to Psychology Department	1

APPENDIX C

Secretarial Notes for Round-table Discussion Group For Small Institutions

(Enrollments Less Than 1000)

Chairman—L. W. Mills, Case School of Applied Science

Secretary—J. R. Schultz, Allegheny College

Discussion:

Twenty-two institutions were represented in the discussion. Each member of the group presented problems which seemed to be of particular interest to his institution. From these problems the discussion was devoted mainly to the phases of dormitory life-administration, discipline, etc. There was also a good deal of consideration given to the organization of campus life—fraternities, honorary and social.

Two generalizations were drawn from this round-table discussion: First, there seemed to be a wide variety of practices and set-ups even among the institutions of approximately the same size. However, there was unity in the discussion, and more common problems were presented in this group than would have been the case in a general meeting.

APPENDIX D

Secretarial Notes for Round-Table Discussion Group For Medium Institutions

(Enrollments—1000 to 5000)

Chairman—J. L. Bostwick, University of New Mexico.

Secretary—L. W. Lange, New York University.

Discussion:

Orientation Courses

Manchester: Gives a course for deans. Wonders what is best content for such a course. Suggests that there might be place for a standardized orientation course which might be taught by Deans of Men throughout the country.

Teaching an orientation course helps the Dean to reach the students more intimately.

Bostwick: What should an orientation course include? The course at New Mexico has developed into a vocational information course.

Whitehouse: At Ohio State a "College Problems" course is given. This has three purposes: 1) to adjust to college life; 2) to acquaint students with some members of the faculty; 3) to acquaint students with the rules and regulations of the college. A questionnaire was given to evaluate the course. The students indicated that they wanted more hygiene and more social behavior information.

Jordan: Gives an orientation course. The course was started this year. A series of tests were given to each freshman. Then the test-results were used as basis for a personal interview with each man.

As a result of these conferences enough students have been saved from academic disaster to cover the cost to the college of the program of orientation. Suggests that this is a good talking point in dealing with budget-minded administrators.

Neidlinger: Popenoe (Stanford U.) has written a syllabus for Orientation course.

Reading Problem

Julian: Has abandoned all tests except psychological and reading which are given before admission to the English course.

Metzger: Rutgers gives a reading test as an entrance requirement.

Neidlinger: Eye Institute at Dartmouth under Dr. Bair has tackled problem of relation of reading ability to achievement. Preliminary conclusion is that there is no real relation as shown in the study of the selected sample represented by Dartmouth men. This study may be helpful to Deans because it gives technique and weaknesses of the reading tests being used.

Freshman Week

Julian: Freshman Week restricted to two days to avoid confusion. Usual tests do not register with the students.

Lange: Freshman Camp before registration being used at New York University to supplement orientation on the campus. Freshman Week program on the campus also limited to two days and includes two essentials: 1) geographical orientation to campus buildings and grounds, and 2) actual registration. Orientation reserved for later after Freshman have had opportunity to experience college life.

Congdon: Are other placement tests given during Freshman Week?

Cloyd: Gives English and Math. as do several other schools.

The Personnel Office As A Catch-All

Metzger: Clark was right. Whatever belongs to student welfare belongs to the office of the Dean of Men. Most of the 54 functions listed in the functional survey must be handled by us. Our office should be so well organized that it can handle these jobs. Of course a trained staff is necessary. This work must be departmentalized with a qualified staff under the supervision of the Dean of Men.

Bostwick: So much detail that real job can't be accomplished. Can't get the required assistance and must tackle these jobs by himself. This situation seems to be quite general.

Neidlinger: Dean of Men has become more of an administrator. The solution at Dartmouth is to do less interviewing of individual students. The key men in Student Council and Inter-fraternity Council are educated to become practically assistants to the Personnel Office by their influence on the individual students. This solves many petty problems which never need to reach the Dean of Men.

N. Y. A.

Julian: Registrar makes recommendations re new students. Dean of Men assigns old students. Funds are divided about 50-50 between new and old men.

Pellett: Students should serve on all committees.

Congdon: No discrimination is made against fraternity men in connection with their applications for N. Y. A. or other types of student aid.

Control Of Student Publications

Lange: How can adequate control over the policy (especially editorial) of student publications be effected by the administration without causing students to cry "faculty censorship"?

Metzger: Educate the students beforehand. This will help to ward off problems.

Jordan: Get proper men into office. At Bowling Green State University, Ohio, the President of the Student Council nominates the Editor. This must be mutually agreeable to the Student Council and the Faculty Committee. An interlocking committee of students and faculty acts as a Court of Appeal. There has been very little difficulty with this system.

Lange: Getting the proper men is easier said than done. It is very difficult to break self-perpetuating groups.

Congdon: At Lehigh students wishing to qualify for staff positions

must: 1) take certain courses in Journalism and 2) take certain general examinations.

Julian: South Dakota has a Publications Board composed of faculty and students.

Manchester: Editor is paid \$50 per month from the Student Activities fund.

Neidlinger: Dartmouth has been relatively unsuccessful in instituting faculty control.

Methods Of Reaching Students

Jordan: Use student mail boxes.

Bostwick: Mail penny postal cards.

Williams: Use individual student boxes. By university regulation each student is required to check this box once a day.

Neidlinger: Use mail.

Marriage Courses

Pellett: Marriage course brings in a rare group. Often taught by unmarried women and bachelor faculty members.

James: At University of Omaha the marriage course was instituted at the request of the student. M. D.'s and other qualified lecturers are brought in.

Somerville: Marriage course is conducted by imported experts.

James: Sex information is given in separate lectures.

Somerville: Men get sex information in the physical education course.

Dormitories

Williams: Smaller units better than old corridor plan which led to so much trouble. Units should consist of about 60 men to three floor building.

Neidlinger: Big dormitories are bad. At Dartmouth 60 men seems to be the best size group.

Stecker: Buildings may be large but they should be sub-divided into smaller individual units.

Student Union Management

Bostwick: There is a real problem when no full time man is available to head up the work. Student help is not always efficient.

Julian: A faculty member is paid to act as manager with student help. Gets \$600 per year.

Sherman: What are the students paid?

Julian: Student help is paid 22½c per hour for four hour day. Much of this time can be spent by the student in studying.

Sherman: New union building being constructed at University of Akron. What rules and regulations should be adopted?

Julian: Check with Union Manager's Association. No real rules needed. This should be a student building for the students.

Pellett: The Union Manager is also treasurer for dormitory rents, hires student help. This is a full time job.

Cooperative Bookstore

Bostwick: Cooperative bookstore is working out fairly well.

Julian: Has real cooperative bookstore which has been very successful. Students and faculty are paid \$2 per meeting for attending the monthly meeting. These meetings are well attended.

Pellett: Bookstore at Western State is not cooperative but very satisfactory.

Cloyd: Merchants tried to prevent bookstore from competing.

Discipline

Bostwick: Which is best method: a committee or the Dean of Men? Prefers individual and claims that discipline function has actually aided him in his work with the students.

Julian: Prefers committee for extreme cases. Minor cases to be handled by the Dean.

Williams: Do you have students on the committee?

Neidlinger: No. The student dormitory committee or fraternity committee handles most cases. The students are allowed to handle as much as they will. Then the faculty steps in.

Pellett: Does the Dean of Men have the authority to suspend in a state university?

Gardner: The Secretary, Fred Turner, has a paper on "Legal Status of a Student". This will be included in the Proceedings.

Cloyd: What happens when the student gets into the hands of the civil authorities?

Jones: Police Dept. turns the students over to the college.

Lobdell: In the larger community, the student is placed on his own responsibility. The university leaves the student to settle his own case. After the civil authorities have acted, the university is free to take up the case as a discipline case. This

interval gives time for the excitement to die down.

Bostwick: The college student is not different from other citizens and should be responsible for his own actions.

Employment

Seven Deans indicated that they handle all employment. Most other Deans handle only part of the employment work. In most cases the work is divided into on-campus and off-campus.

Source Of Information

For the man just getting into personnel work the Proceedings of this association provide an extremely valuable reference.

Respectfully submitted,

Laurence W. Lange, Secretary.

APPENDIX E

Secretarial Notes for Round Table Discussion Group

For Large Institutions—(Enrollments Above 5000)

Chairman—J. H. Newman, Alabama

Secretary—V. M. Lanfear, Pittsburg

Chairman Dean Newman opened the discussion by explaining that he had sent a questionnaire to the Deans of Men of the large institutions asking them to note the subjects which they would most like to see discussed at the Round-Table. He then selected for discussion the three topics most frequently mentioned. They were as follows:

1. **Personnel Service**

Should the Dean of Men's Office be the center of personnel work? What service should be included in it? Is there a trend to discontinue the Dean of Men's work in favor of an office bearing a strictly personnel title?

2. **Discipline**

Can the Dean of Men be counsellor and disciplinarian? Is discipline best handled by an individual or committee? Between probation and suspension, what other disciplinary measures have been effective?

3. **Housing**

How can rooming facilities and study conditions be improved? What type and how much supervision gives the best results in securing the cooperation of rooming house operators? If an institution is planning to build dormitories, where is the best

single source of information for ideas? What are the major difficulties to be found in housing men in dormitories? What sort of supervision for dormitories works the best?

Discussion of Personnel Service

Dean Fisher asked if the presidents of large institutions were not faced with the problem of cutting out some of the high salaried officials to help the budget, and therefore would be forced to coordinate the personnel work under one man with lower salaried assistants to help him. Six members of the group felt that this might be the trend. In case the personnel work is coordinated under the direction of one man, can the Dean of Men remain an independent officer unless he be chosen as the one to coordinate the personnel program? Dean Cole felt that each institution has a different problem and, therefore, that coordination of all personnel under one officer could not be the trend for most institutions.

Dean Turner explained that for fifteen years the association has been talking of coordination, and at the University of Illinois the work cannot be coordinated under the Dean of Men, for such an officer should of necessity be a general administration officer connected with the president's office, and could, therefore, not deal with the students. If the Dean of Men himself becomes this coordinating officer, he automatically ceases to be a counsellor and a dean of men and becomes a general officer of the administration.

Dean Park feels that we are in a transitional period. At his institution a Personnel Council has been set up, which meets twice a month in an advisory capacity and is studying the whole problem. Dean Heckel agrees with Dean Turner that the trend is in the direction of a coordinating officer and that such a director of personnel would make the work of the Dean of Men more effective.

Dean Miller explained that in U. C. L. A. the title has been changed from Dean of Men to Dean of Undergraduates, which automatically makes him a coordinating officer. The Dean of Women will eventually become Assistant Dean of Undergraduates. Dean Miller feels, however, that there is a definite limit to the amount of general administrative work the Dean of Men can do and still be a counsellor of students.

Dean Gardner warned that it was necessary to keep two things in mind: (1) That some deal with group life; (2) others deal with the individual. As Deans of Men we want to keep the counselling of students, but new functions are constantly coming in and we must decide whether we are to deal with group life or with the individual. He suggests that under the coordinator there be assistants to handle group life, others to handle the individual, and as new functions come into the office, it will be necessary to have additional members on the staff to handle them. Dean Moore felt that there was no need of getting jittery over who should be the coordinator. He asked why the Dean of Men

should not do the coordinating since he is more expert in the field of personnel than any other University officer. He says we should not be passive, but assume these functions. Dean Turner explained that it really made little difference who did the coordinating as long as it is well done.

Housing

Dean Park asked, "What has been the effect on fraternities where new dormitories have been built?" Dean Bursley answered that he did not let fraternity men live in dormitories, for the University does not want to compete with fraternities. Then too, the fraternity members have their chapter houses which can be used as a social center. Dean Moore asked if such a system does not discriminate against fraternity men where the cost of living might be lower in the dormitories. Dean Bursley answered that it does not, since there is very little difference between the cost of living in a fraternity and a dormitory. Dean Turner explained that Chicago, Duke, and other institutions rent space to fraternities in dormitories and the system seems to be working successfully. Dean Postle expressed a point of view that some fraternities would rather be on University property while others would rather be separate and apart from the University.

Dean Rubottom asked, "What has been the experience with cooperative dormitories?" It was found that there were two types of cooperative dorms: first, those as used at Texas, where any profit over and above cost went back to the student; and second, low cost rooming houses or dormitories where no profit was returned to the student.

Dean Park has been experimenting with a plan whereby a landlady rents to the boys and they do their own work and in this way reduce costs considerably. Dean Miller has one house which has been in operation for four years at U. C. L. A. Each year six men from the house borrow \$50 each from the University and the house pays it back. The University cannot loan to the house but can loan to the individuals, and in this way the house is being paid off. He feels the plan is working successfully. Dean Rubottom asked, "Is there an arbitrary rating for rooming houses?" Dean Heckel classifies the houses under three groups—A, B, and C. A careful explanation is made to landladies in the lower classifications as to how they can get into the grade A class. These lists are given to students. The rents for grade B would be less, for example, than for grade A houses. At Illinois, students have to sign a nine month contract in grade A houses. The point was raised by Dean Olmstead that students often like a landlady in a grade B house better than one in a grade A house. If, in any case, a landlady is unable to get along with the students she is dropped.

Dean Fisher asked, "What is the cultural effect on the students living in different classes of houses?" His experience is that the cultural and social development is poor in cooperative houses. Dean Rubottom, however, said this was not the case in their institution. In some schools, for example, at the University of Pittsburgh, voluntary,

non-credit courses are being given in good manners and leadership.

Dean Price asked, (1) "What are the major difficulties to be found in dormitories; and (2) "What kind of supervision works best?" Dean Moore answered that the main problem is to give ample opportunity for quiet study. His institution has tried to solve the problem by dividing the dormitories into units of forty to sixty students with a student proctor reporting to the resident manager, who in turn reports to the general manager of the dormitories, and the latter reports to the Dean of Men. Michigan has a woman director of each dormitory, a young faculty adviser, and a student proctor. The lady house director receives \$100 plus board and room and looks after the social affairs, parents' visits, etc. The faculty adviser receives \$1,000, and pays his own board and room. The student proctor receives \$200 a year and pays for his own room. Each dormitory houses from 105 to 116 students.

Discipline

Dean Findlay asked, "What other disciplinary measures between probation and suspension have been found effective?" Dean Heckel says that the statement of probation goes on the boy's permanent records. Dean Moore, however, explained that the registrars do not have to include probation on the students' records after the probationary term has been served. Dean Heckel raised the important point that a disciplinary committee deals with an offense while the Dean deals with the boy. Dean Moore explained that in his institution probation means, (1) a warning penalty; (2) the student is barred from activities; (3) the student cannot pledge a social or honorary fraternity; (4) he loses his absence privileges; and (5) he cannot run for a student office. Dean Bursley calls the boys who get into trouble into his office and a complete statement of the offense, together with the penalty invoked, is signed by both the Dean and the student. The boy is told that if he gets into no more trouble, the statement will be returned to him at his graduation. If he does get into trouble, the statement will go into the record. Dean Bursley also uses a monetary fine in some instances.

Dean Heckel asked: "How many schools cooperate with creditors in collecting bills for room and board?" Ten answered that they did.

Dean Rubottom asked if any school was attempting to regulate hourly wages for students who were working near the campus. A few of the schools have developed Student Labor Associations in an attempt to regulate student wages.

Dean Miller asked: "How many schools officially handle the discipline for the men students?" Eight answered that they did, and two answered that they handled disciplinary problems unofficially.

Dean Kinsel asked, "How many interfraternity councils have a disciplinary committee?" The answer was six.

Respectfully submitted,

Vincent W. Lanfear, Secretary of the
Round-Table for Large Institutions.

APPENDIX F**Legal Basis For Student Control**

By C. R. Frederick
Assistant Dean of Men
University of Illinois

Read by Gerald Peck
Assistant Dean of Men
University of Illinois
at the
Illinois Association Meeting
On April 1, 1939
Armour Institute of Technology
Chicago, Illinois.

THE LEGAL BASIS FOR STUDENT CONTROL

I have long believed there is much wisdom in Aristotle's remark that there is in education a stage of "habituation" during which youth must be drilled in habits by a social discipline. And Goethe quotes another Greek writer—"the man who has never been flayed is not getting an education."

Now don't let these classical references or that sadistic tone mislead you as to my scholarship or educational function. I am neither a scholar nor do I take delight in exercising college discipline. However, I do confess to an increasing conviction that student control is a real and vital responsibility resting upon secondary school and college officers.

Many educational institutions have experimented during the past few decades with varying degrees of student self-expression and freedom from control. We have seen, in some instances, a strong insistence upon freedom in education and a gradual submergence of control in the educative function proper, accompanied usually by a relaxation of external constraint and suppression of action. In some cases there have been unfortunate misapplications of this theory of student freedom. We have here and there seen the pendulum swing to the extreme of complete physical unrestraint as the only conceived alternative to complete external dictation and control.

I exceedingly regret missing an opportunity to exchange views upon the philosophy of student control here today. I refrain from a recital of my personal views on student control and college discipline in this brief paper on the legal basis for disciplinary action, suggested at last spring's meeting in Peoria. Of necessity, this must be an informational, factual paper. Therefore, I hope that Dean Emerson will emphasize the educational philosophy underlying student control, and provoke discussion of its more human side.

Turning now to the duller legal side of student discipline, I daresay many of you who exercise disciplinary functions occasionally run afoul of aggrieved individuals who threaten to invoke legal remedies or seek

writs of mandamus. Particularly in cases of suspension or dismissal you may encounter legal-sounding arguments or have your "legal" authority vaguely questioned. Usually you discern the fine Roman hand of some lawyer friend or relative, voluably sympathetic and legalistically impressive. Once in a great while a recent ex-student, accompanied by a lawyer friend, will visit your office and give you a rough half-hour.

You have little or nothing to fear in the courts if you've made a just decision, with out prejudice, and on the basis of facts supporting violation of a reasonable rule. That sentence practically tells the story. The courts have almost without exception supported school authorities in their regulation of student conduct.

In determining whether school authorities have authority to enforce a particular rule or regulation, the courts universally apply the test of reasonableness. It is well established by a great number of cases that school and college officers may enforce any rule which is reasonable and necessary to promote the best interests of the institution. The courts are, indeed, very reluctant to declare a school regulation unreasonable.

Obviously, the majority of cases arising from student disciplinary situations come from the elementary and secondary schools. They are often cited in the cases pertaining to college discipline and we might briefly review the general holdings.

As has been pointed out, the courts have uniformly applied the test of reasonableness. But reasonableness is governed by the circumstances in each case. A regulation which might be reasonable in a kindergarten might be unreasonable in a college.

In my opinion, some of the secondary school rules under which students were expelled seem unreasonable, but courts have held them valid. For example, school authorities have been sustained in expelling or suspending pupils for violation of such rules as: a rule requiring a pupil to prepare a grammar exercise; a rule requiring pupils to study music; a rule prohibiting the use of cosmetics; a rule prohibiting pupils from leaving the school grounds during noon recess without permission; a rule prohibiting pupils from attending week-night movies; a rule prohibiting pupils from taking lunch during recess except at the school cafeteria or eating lunch brought from home; a rule prohibiting playing of football on school grounds or under school auspices; a rule providing for expulsion for absence or tardiness without sufficient excuse; a rule requiring pupils to write compositions and to enter into debates; and a rule requiring all pupils to read the Bible in the school.

Personally, I believe rules should be kept to a minimum, but here again the courts have held with school authorities in disciplinary cases. Since the school officer stands in *loco parentis*, he may enforce respect for any reasonable and lawful order, regardless of its status as a prescribed regulation. School relationships, the courts hold, are such that

no set of rules, however exhaustive, can cover every offense against good order. It follows, therefore, that you may dismiss a student whose conduct interferes with the orderly administration and morale of your institution. Such is the case, regardless of the existence or non-existence of a rule governing the offense.

Courts in secondary school cases have upheld the right of school officers to expel pupils for such offenses as: denouncing board of education policies before the student body for the avowed purpose of inciting insubordination; for being drunk and disorderly on the streets on Christmas day; for refusing to take a subject because of objection to teaching methods; for refusing participation in commencement exercises; for immoral conduct; and for refusing to tell who had written obscene language on the school building.

It is interesting to note in secondary school cases, however, that courts have not upheld regulation of conduct which is not directly related to the management and well-being of the school. In *State v. Board of Education*, (63 Wis. 234), the court ruled that a pupil could not be expelled from school for refusing to obey a rule obliging him to carry a stick of stove-wood into the building upon returning from recess. The court said: "Any rule or regulation which has for its object anything outside of the instruction of the pupil—the order requisite for instruction—is beyond the province of the board of education to adopt. The requirement that school children should bring up wood, when not by way of punishment, has nothing to do with the education of the child. It is nothing but manual labor, pure and simple, and has no relation to mental development."

Should a student believe a rule under which he is disciplined to be unreasonable, he has access to the courts. In such a case a school officer is not the final judge of what constitutes a reasonable rule. (See *Thompson v. Beaver*, 63 Ill. 353; *School City of Evansville v Culver*, 182 N. E. (Ind.) 270.) Moreover, whether a rule is or is not reasonable is a matter of law which the court rather than the jury determines. If the court believes the rule unreasonable, it may issue a writ of mandamus obliging the school to reinstate a student dismissed under the regulation.

While the courts may determine the reasonableness of a rule, they usually will not review your findings of fact. Whether or not a rule has been violated is ordinarily a matter of fact which you will determine, and unless you are careless and act arbitrarily or unreasonably, a court will not review your finding.

For example, in *Smith v. Board of Education*, (182 Ill. App. 342), a student was expelled because he had joined a secret organization barred by regulations. The student argued that he was not a member of the group and therefore had not violated the rule. However the court refused to question the finding of fact by school authorities, concluding that "the power of the Board to exercise its honest and

reasonable discretion in such cases without the interference of the courts is well settled."

I have been unable to find any strong case which supports a college enforcing a requirement that students pay for damage to school property where damage results from carelessness or neglect. I suppose broad, general disciplinary authorities must be called forth in such cases. Courts in secondary school cases have held that rules requiring such damage payments were unreasonable, a Michigan case holding that a student may be expelled for wilful and malicious destruction only. An Iowa case holds similarly.

One realm of student control which has produced many cases is supervision of conduct after school hours, or off school property. In secondary school cases the courts have consistently upheld the right of authorities to discipline students for any act, regardless of where or when committed, which tends directly to destroy discipline and impair school efficiency.

Perhaps the earliest and most notable case is that of *Lander v. Seaver*, (32 Vt. 114, 76 Am. Dec. 156). In this case a pupil, upon his return home from school, was sent to drive home a cow. While passing his teacher's house, accompanied by a fellow student, he sarcastically called his teacher "old Jack Seaver". The next morning, "Old Jack" gave the pupil a whipping after school convened. He was upheld when charged with assault and battery.

Another instance which never got into the case-books, was my own experience in the second grade of grammar school. A neighbor boy and I were convinced that children of a large family living nearby were stealing rabbits from our traps. Being of a legal turn of mind even then, I reasoned that if my friend and I ran home after school, touched our parents' property, and then hastened back to meet the neighbor family enroute home, we could give them a licking without interference from the school principal.

Well, we ran more than a mile home, breathlessly touched the corner of our property, and returned to do battle. With right on our side we were winning out, two against four, until an older sister in high school rapped me over the head with one of those old-fashioned half-gallon molasses buckets. I still carry a scar from that rap. And I'll never forget the next morning, going down into the school basement with "Prof" Higginbottom, protesting feebly but ineffectually about my legal rights while he belabored my backside with a length of rubber hose. That experience early bred in me a distrust of legal technicalities.

Prof. Newton Edwards in his book, "The Courts and the Public Schools" cites other cases defining the extent to which courts will permit school authorities to control out-of-school conduct of pupils. "In Massachusetts", he said, "a girl pupil was guilty of immoral conduct off the school grounds. The court sustained the right of the board to exclude her from school. In a recent Connecticut case a pupil was

guilty of annoying small girls while on their way home from school. The court sustained the authority of the teacher to punish the pupil notwithstanding the fact that the offense was committed after he had reached his home and on the premises of his parents."

School authorities are limited, however, in controlling the conduct of pupils while off the school grounds. One interesting case I found, *State v. Osborne*, (24 Mo. App. 309), deals with a state normal school regulation prohibiting students from attending parties, entertainments, or places of public amusement except by permission. The court here held that this rule could not be enforced against a student who lived with her parents and who attended a party with their consent.

The principle of law in this Missouri case was followed several years ago when the University of Illinois amended its motor vehicle restriction regulation to exempt students living in Champaign-Urbana with their parents. These local resident students are still required to obtain annual motor vehicle permits, to have their cars mechanically inspected and covered by public liability-property damage insurance, and are themselves obliged to obtain a physical examination. This requirement has never been seriously questioned, but I have been careful to avoid disciplinary show-downs which might create a legal case.

The type of legal dispute arising from college disciplinary actions is obviously somewhat different than secondary school cases, though the general principles of law are much the same. Cases are fewer in number, naturally. There is more division of judicial opinion on such questions as what administrative procedure is necessary to safeguard the student's rights in expulsion cases, and whether the college may reserve the right to expel a student without stated cause. One of the most valuable works on college legal problems is the Carnegie Foundation's bulletin entitled "The Colleges and the Courts", published in 1936.

College students are usually suspended or dismissed because they either fail to meet scholastic standards or violate conduct rules. The courts, as in the secondary school cases, overwhelmingly recognize a broad field of administrative discretion within which decisions of college officers will not be disturbed. They have, however, refused to approve dismissals resulting from unreasonable or arbitrary rules.

A leading case establishing disciplinary limits of student control in state schools is the *State v. Osborne* case mentioned a few minutes ago. In this Missouri case a 16-year-old normal school student was expelled because she had, with her father's consent, attended an evening party after returning to her home in the college town. Attendance at parties was prohibited except by special permission.

In this case the girl student sued for a writ of *mandamus* to secure reinstatement without appealing to the board of regents for a hearing. The court upheld the writ on the ground that the rule barring student attendance at certain parties exceeded the proper limits of the

college board and that an appeal to the latter would not be a sufficient legal remedy. This important opinion held that school authorities cannot assume to govern the conduct of students who are under parental jurisdiction, and that the teacher stands in loco parentis only within the sphere of his duty as a teacher.

Parents living at a distance may either place their children under the control of other persons or leave them free to control themselves, and the choice is for the discretion of the parent. In private boarding schools the situation is obviously different because the school stipulates the terms upon which it will accept pupils, according to the Missouri court.

In 1897 a state normal school student in Nebraska was refused readmission, the faculty writing the boy's father that "after consideration of the best interests of the school" admission was refused "without reference to his guilt or innocence in matters with which his name has been connected." The student was ordered re-admitted on a writ of *mandamus* on the grounds that the faculty's action was arbitrary and capricious.

Both public and private educational institutions may prohibit students from doing certain things which tend to impair morale and discipline, although they may not in themselves be unlawful. Here again the rule of reason largely prevails.

In 1866 in the case *State ex rel. Pratt v. Wheaton College*, (40 Ill. 186), the courts upheld as reasonable Wheaton College's rule prohibiting students from joining secret societies. A writ of *mandamus* ordering reinstatement of a student suspended for joining a secret temperance society known as the Good Templars was refused.

The case of *North v. University of Illinois* (137 Ill. 296), found the courts upholding as reasonable a University trustees' rule of requiring students to attend non-sectarian religious exercises in the college chapel. Suspension of a persistent chapel-cutter was upheld.

Private schools have been upheld in their enforcement of reasonable rules, even against the will of a parent. Georgetown college in Washington, D. C., was upheld in requiring a parent to withdraw his son rather than permit infraction of a rule governing student absences, though the father ordered his son to cut classes.

A Texas commercial college which in its announcements reserved the right "at all times to require its students to board in homes approved by the college", suspended a student because she refused to change her lodgings when requested to do so. This action was held reasonable and lawful. (*Castleberry v. Tyler Commercial College* Texas Civ. App., 217 S. W. 1112).

In the majority of cases, courts hold that a college student impliedly agrees to be disciplined by the faculty according to customs followed in the college. In *Koblitz v. Western Reserve University*,

(21 O. C. C. 144, 11 O. C. D. 515), the court held that college officers should give the student a fair chance to present evidence bearing upon his innocence, but that they are not under obligations to afford him all the formalities of a trial in a court of law.

It is strongly held, however, that "a college cannot dismiss a student except on a hearing in accordance with a lawful form of procedure, giving him notice of the charge and an opportunity to hear the testimony against him, to question witnesses, and to rebut the evidence." (11 C. J. p. 997)

In the important case of *Anthony v. Syracuse Univ.* (223 N. Y. S. 796), the court spoke as follows:

"Matriculation of a student in a university creates a contractual relationship requiring the student to observe rules of the college, and requiring the college to grant a diploma to a student successfully pursuing the course of study." The court made the following further significant statement in this case:

"When a student becomes duly matriculated in a college or university a contractual relationship arises: On the one hand, the student, having paid the tuition, agrees to abide by the rules and regulations of the college or university; must accept the course of study prescribed; if he would remain, he must meet the tests required as to attendance, as to diligence in study, and as to personal conduct; failure on his part in any of these respects empowers the university or college to impose penalties or punishments prescribed and in some cases authorizes dismissal. On the other hand the university or college agrees that, in the event the student successfully pursues the course of study prescribed and complies during his attendance at the institution with the disciplinary rules and regulations of it, he will receive evidence of his conduct and proficiency from a certificate or diploma."

Speaking of the college's status *in loco parentis*, the court in *Anthony v. Syracuse University* says:

"So far as infants are concerned, university and college authorities stand *in loco parentis* concerning the physical and moral welfare and mental training of the pupils, and to that end they may make any rules or regulations for the government or betterment of their pupils that a parent could for the same purpose. Whether the rules or regulations are wise or their aims worthy is a matter left solely to the discretion of the authorities, and in the exercise of that discretion the courts are not disposed to interfere unless the rules and aims are unlawful or against public policy."

Misconduct resulting in dismissal need not violate any specific college rule. When New York University dismissed a student chiefly because he had given false testimony in a faculty disciplinary investigation, this action was upheld. The Court of Appeals had the following to say:

"The relation existing between the university and a matriculated student thereof is contractual, and the law will protect a student

against an unauthorized or unjustified expulsion. The contract between the student and the university contains an implied condition that the student will not be guilty of such misconduct as will be subversive of the discipline of the university, or as will show him to be morally unfit to be continued as a member thereof.....The power of suspension or expulsion of students is an attribute of government of educational institutions." (*Goldstein v. N. Y. Univ.*, 76 App. Div. 80).

A girl student was refused readmission to the University of Maryland because she refused to answer questions of the president and dean of women when charged with sending embarrassing reports to Washington newspapers. The courts upheld the college's action on the ground that:

"The maintenance of discipline and upkeep of the necessary tone and standards of behavior in a body of students in a college is committed to its faculty and officers, and not to the courts, which will not interfere unless the college officials have exceeded their discretion or acted arbitrarily." (*Woods v. Simpson*, 146 Md. 547).

I have pointed out that the courts, under varying circumstances, have held that a student is entitled before dismissal to previous notice and a formal hearing, or a notice and informal hearing. The view more generally held now is that an informal hearing is sufficient. A 1924 Michigan case upheld dismissal of a girl from Michigan State Normal College for conduct disapproved by the dean of women, including smoking cigarettes on the street. The supreme court in this case further held that action of the dean in summoning the girl to conference and advising her that repetition of her conduct would lead to dismissal constituted a sufficient hearing. The court sustained the reasonableness of this college rule prohibiting smoking by students. Its attitude is expressively, if ungrammatically, revealed in the following sentence regarding the dean of women: "Instead of condemning Mrs. Priddy, she would be commended for upholding some old fashioned ideals of American womanhood."

In 1927 the supreme court of Montana upheld dismissal of a young married woman student from the state university for permitting use of intoxicating liquor in her home by students. She was called before the dean's council, informed of charges against her, and given an opportunity to deny or explain them. This hearing was ruled sufficient, the court holding that a student could not be entitled to confront and examine witnesses as in a law court because the college president had no power to enforce attendance or testimony of witnesses.

Mr. Justice Galen's dissent in this case is interesting. He cautioned against condemnation of a student merely upon suspicions arising from campus gossip, remarking: "A case of this character should never be in the courts, and would not therein be given serious consideration were administrative officers disposed to perform their simple duty in the premises."

Many private colleges print in their catalogues such statements as Bryn Mawr's, "the college reserves the right to exclude at any time students whose conduct or academic standing it regards as undesirable." In *Barker v. Bryn Mawr College* (276 Pa. 121), the court held that the college president could dismiss a student without preferring any charges against her or holding a trial.

In 1924 a girl student summarily suspended from John B. Stetson University on account of an alleged dormitory disturbance sued the school for damages for "wanton and malicious" expulsion, securing a \$25,000 judgment in the trial court. The supreme court of Florida, however, reversed this decision, holding that the evidence did not support the malice charge. The college catalogue stated that "a student may forfeit his connection with the university without any overt act if he is not in accord with its standards."

The Florida court reiterated the general principle that "it is well-settled that in the exercise of the powers given by general language, the administrative authorities of an educational institution may make and enforce any reasonable regulation for the government of students in attendance at a college or university."

Colleges maintaining dormitories often have disciplinary problems arising from conduct of student tenants. Residents of a college dormitory do not have the legal rights of a tenant, nor even those of an ordinary lodger. They impliedly agree, the courts have held, to conform to all reasonable rules of the college and may be summarily evicted for a serious infraction of these regulations.

We may safely say, in conclusion, that the powers of private and public educational institutions to expel students for serious infractions of discipline is unquestioned in the courts. Nevertheless, it is rare indeed that your administration of student control will lead you into court if your decisions are fair and based upon reasonable facts. My limited experience has shown the wisdom of giving the student the benefit of any doubt unless you have cold proof. Of course some guilty men slip by under such a policy, but you are in a better position to defend and maintain your decision.

Dean Thomas Arkle Clark used to say that his best disciplinary work was done in connection with things that never happened, because they were not allowed to happen. The best way to manage the student guilty of misconduct, he used to say, is to look after him so personally and so carefully that he might be brought to account just before he was guilty of the act that would have subjected him to discipline. I strongly agree with this theory of student control.

Dean Wallace Emerson of Wheaton College will direct discussion of this and related subjects.

C. R. FREDERICK

Urbana, Illinois
March 30, 1939

APPENDIX G

**Official Roster of Those in Attendance at the
Roanoke Meeting**

Name	Institution	Title
Biddle, Theodore W.	University of Pittsburgh	Asst. Dean of Men
Bostwick, J. L.	Univ. of New Mexico	Dean of Men
Bradfield, L. M.	University of Omaha	Dean of Students
Bradshaw, Francis F.	Univ. of North Carolina	Dean of Students
Bruere, John	University of Wooster	Dean of Men
Bursley, Joseph A.	University of Michigan	Dean of Students
Bursley, Philip E.	University of Michigan	Counselor to New Students
Cloyd, E. L.	North Carolina State College	Dean of Students
Cole, J. P.	Louisiana State University	Dean of Student Affairs
Congdon, Wray H.	Lehigh University	Dean of Undergraduates
Corley, Robert R.	University of Pittsburgh	Asst. Dean of Men
Curtin, Edgar G.	Rutgers University	Asst. Dean of Men
Corbett, L. S.	University of Maine	Dean of Men
Derring, Paul N.	Va. Inst. of Technology	Secretary to the Y. M. C. A.
Dirks, Louis H.	DePauw University	Dean of Men
Findlay, J. F.	University of Oklahoma	Dean of Men
Fisher, M. L.	Purdue University	Dean of Men
Gadd, Wesley	Colorado College	Dean of Men
Gaines, F. P.	Washington & Lee Univ.	President
Gardner, D. H.	University of Akron	Dean of Students
Gilliam, Frank J.	Washington & Lee Univ.	Dean of Students
Guthrie, William S.	Ohio State University	Asst. Dean of Men
Hanson, Arnold	University of Akron	Adviser of Men
Heckel, Albert K.	University of Missouri	Dean of Men
Heller, Hobart F.	Eastern Illinois State Teachers College	Dean of Men
Hendrickson, G. A.	The Lawrence Institute of Technology	Dean of Engineering
Hogarth, Charles P.	Yale University	Guest
Hubbell, Garner E.	Arkansas State College	Dean of Men
Hollard, H. W.	The Principia	Dean of Men
Hunt, E. L.	Swarthmore College	Dean of Men
James, Edwin S.	University of Omaha	Asst. Dean of Students
Johnson, Alan W.	Phi Gamma Delta	Field Representative
Jones, T. T.	University of Kentucky	Dean of Men
Jordan, W. C.	Bowling Green State University	Dean of Men
Julian, J. H.	Univ. of South Dakota	Dean of Student Affairs
Kelley, Joe	Kent State University	Asst. to Dean of Men
Kinsel, Delber E.	Ohio State University	Asst. Dean of Men
Lancaster, D. S.	"At Large"	Executive Secretary Board of Trustees
Lanfear, Vincent W.	University of Pittsburgh	Dean of Men
Lange, Laurence W.	New York University	Director of Student Personnel and Admissions
Linkins, R. H.	Illinois State Normal University	Dean of Men

Lobdell, H. E.	Mass. Institute of Technology	Dean of Students
McNeil, Robert H.	Virginia Institute of Technology	Director of Pub.
Manchester, R. E.	Kent State University	Dean of Men
Metzger, Fraser	Rutgers University	Dean of Men
Miller, Earl J.	Univ. of Calif., at Los Angeles	Dean of Undergraduates
Miller, Larry	Case School of Applied Science	Assistant Dean
Mitchell, Fred T.	Michigan State College	Dean
Moore, V. I.	The University of Texas	Dean of Student Life
Moore, W. H.	Hanover College	Freshman Dean
Neidlinger, L. K.	Dartmouth College	Dean of the College
Newman, J. H.	University of Alabama	Dean of Men
Olmstead, C. T.	University of Michigan	Asst. Dean of Students
Park, Joseph A.	Ohio State University	Dean of Men
Pellet, Ray C.	Western State Teachers College	Dean of Men
Pershing, B. H.	Wittenberg College	Dean of Men
Pinckney, Thomas	College of William and Mary	Director of Public Relations
Pitre, T. P.	Mass. Institute of Technology	Assoc. Dean of Students
Postle, Arthur S.	University of Cincinnati	Dean of Men
Price, J. Ed.	University of Florida	Asst. Dean of Students
Rice, J. H.	Virginia Polytechnic Institute	Graduate Student
Richards, C. F.	Denison University	Dean of Men
Rivenburg, R. H.	Bucknell University	Vice President and Dean
Roehm, Fred	Baldwin-Wallace College	Dean of College
Rubottom, R. R. Jr.	University of Texas	Asst. to the Dean of Student Life
Schroeder, C. W.	Bradley College	Dean of Men
Schultz, J. R.	Allegheny College	Dean of Men
Selden, Joseph P.	Wayne University	Dean of Students
Shank, Donald J.	American Council on Education	
Sherman, P. S.	University of Akron	Adviser of Men
Small, George D.	Kansas State Teachers College	Dean of Men
Smith, Charles J.	Roanoke College	President
Smith, G. Herbert	DePauw University	Dean of Administration
Somerville, J. J.	Ohio Wesleyan Univ.	Dean of Men
Stauffer, Clarence F.	Wheaton College	Asst. Dean of Men
Stecker, Frederick	Ohio State University	Asst. Dean of Men
Stephens, George W.	Washington University	Dean of Students
Thomas, R. W.	Allegheny College	Trustee
Thompson, J. Jorgen	St. Olaf College	Dean of Men
Tibbals, C. A.	Armour Institute of Technology	Dean Undergraduate College
Turner, Fred H.	University of Illinois	Dean of Men
Warden, B. E.	Carnegie Institute of Technology	Dean of Men
Whidden, R. W.	Denison University	Freshman Adviser
Whitehouse, Victor	Ohio University	Assoc. Dean of Men
Williams, J. E.	Virginia Poly. Institute	Dean of the College
Williams, Ralph	University of Maryland	Asst. Dean of Men
Wrigley, L. A.	Ohio State University	Asst. Dean of Men

APPENDIX H

Roster of Ladies Group

Mrs. J. L. Bostwick	Mrs. R. E. Manchester
Mrs. L. M. Bradfield	Mrs. Frank Metzger
Mrs. Francis F. Bradshaw	Mrs. Larry Mills
Mrs. Joseph A. Bursley	Mrs. Fred T. Mitchell
Mrs. Phillip E. Bursley	Mrs. V. I. Moore
Mrs. E. L. Cloyd	Mrs. C. T. Olmstead
Mrs. J. P. Cole	Mrs. Joseph A. Park
Mrs. Edgar G. Curtin	Mrs. Arthur S. Postle
Mrs. Louis H. Dirks	Mrs. R. R. Rubottom
Mrs. M. L. Fisher	Mrs. C. W. Schroeder
Mrs. D. H. Gardner	Mrs. J. R. Schultz
Mrs. William S. Guthrie	Mrs. Joseph P. Selden
Mrs. Hobart F. Heller	Mrs. J. J. Somerville
Mrs. G. A. Hendrickson	Mrs. Clarence F. Stauffer
Mrs. Edwin S. James	Mrs. Frederick Stecker
Mrs. W. C. Jordan	Mrs. R. W. Thomas
Mrs. J. H. Julian	Mrs. Fred H. Turner
Mrs. Joe Kelley	Mrs. Ralph I. Williams
Mrs. Delber E. Kinsel	Mrs. L. A. Wrigley

APPENDIX I

Roster of Members—1938-1939

Institution		Representative
Akron, University of	Akron, Ohio	D. H. Gardner
Alabama, University of	University, Ala.	J. H. Newman
Allegheny College	Meadville, Pa.	J. R. Schultz
American University	Washington, D. C.	George B. Woods
Arkansas State College	Jonesboro, Arkansas	H. W. Hollard
Arkansas, University of	Fayetteville, Ark.	Allan S. Humphreys (Personnel Director)
Armour Institute of Technology	Chicago, Illinois	C. A. Tibbals
Augustana College	Rock Island, Ill.	Arthur Wald
Baker University	Baldwin, Kansas	P. C. Kochan
Beloit College	Beloit, Wisconsin	Harmon H. Conwell
Bethel College	Newton, Kansas	P. S. Goertz
Bowling Green St. Univ.	Bowling Green, Ohio	W. C. Jordan
Bucknell University	Lewisburg, Pa.	Robert L. Sutherland
California, University of	Berkeley, California	T. M. Putnam
Calif., Univ. of at L. A.	Los Angeles, Calif.	Earl J. Miller
Carnegie Institute of Technology	Pittsburgh, Pa.	B. E. Warden
Case School of Applied Science	Cleveland, Ohio	Theodore M. Focke
Cincinnati, University of	Cincinnati, Ohio	Arthur S. Postle
Colorado College	Colo. Springs, Colo.	Wesley Gadd
Colorado, University of	Boulder, Colorado	H. G. Carlson
Dartmouth College	Hanover, N. H.	L. K. Neidlinger
Delaware, University of	Newark, Delaware	G. E. Dutton
Denison University	Granville, Ohio	C. F. Richards
Denver University	Denver, Colorado	Prof. John Lawson
DePauw University	Greencastle, Ind.	Louis H. Dirks
Drexel Institute	Philadelphia, Pa.	L. D. Stratton
Florida, University of	Gainesville, Florida	R. C. Beaty

Georgia School of Technology	Atlanta, Georgia	Floyd Field
Haverford College	Haverford, Pa.	H. Tatnall Brown
Ill. State Normal Univ.	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner
Indiana, University of	Bloomington, Ind.	C. E. Edmondson
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, University of	Iowa City, Iowa	Robert Rienow
Kansas, University of	Lawrence, Kansas	Henry Werner
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, University of	Lexington, Ky.	T. T. Jones
Lehigh University	Bethlehem, Pa.	Wray H. Congdon
Louisiana State Univ.	Baton Rouge, La.	J. P. Cole
Maine, University of	Orono, Maine	L. S. Corbett
Mass. Inst. of Technology	Cambridge, Mass.	H. E. Lobdell
Miami University	Oxford, Ohio	W. E. Alderman
Michigan State College	East Lansing, Mich.	Fred T. Mitchell
Michigan, University of	Ann Arbor, Mich.	Joseph Bursley
Millikin Univ., The James	Decatur, Illinois	C. L. Miller
Minnesota, University of	Minneapolis, Minn.	E. E. Nicholson
Mississippi, University of	Oxford, Miss.	R. M. Guess
Missouri, University of	Columbia, Mo.	Albert K. Heckel
Montana State College	Bozeman, Montana	J. M. Hamilton
Montana State University	Missoula, Montana	J. Earl Miller
Municipal Univ. of Omaha	Omaha, Nebraska	L. M. Bradfield
New Mexico, Univ. of	Albuquerque, N. M.	J. L. Bostwick
Nebraska, Univ. of	Lincoln, Nebraska	T. J. Thompson
New York University	New York, N. Y.	L. W. Lange
North Carolina State Col.	Raleigh, N. C.	E. L. Cloyd
Northeastern University	Boston, Mass.	Harold W. Melvin
Northwestern University	Evanston, Illinois	Elias Lyman
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	J. R. Johnston
Ohio Wesleyan University	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. Col.	Stillwater, Okla.	C. H. McElroy
Oklahoma, University of	Norman, Okla.	James F. Findlay
Pittsburgh, University of	Pittsburgh, Penn.	Vincent W. Lanfear
Princeton University	Princeton, N. J.	Christian Gauss
Purdue University	Lafayette, Indiana	M. L. Fisher
Ripon College	Ripon, Wisconsin	J. Clark Graham
Rollins College	Winter Park, Fla.	A. D. Enyart
Rutgers University	New Brunswick, N. J.	Frazer Metzger
St. Olaf College	Northfield, Minn.	J. J. Thompson
South Dakota, Univ. of	Vermillion, S. D.	J. H. Julian
Southern California Univ.	Los Angeles, Calif.	Francis Bacon
Southern Methodist Univ.	Dallas, Texas	A. C. Zumbrunnen
Stanford University	Stanford, Calif.	John Bunn
Swarthmore College	Swarthmore, Penn.	Everett Hunt
Temple University	Philadelphia, Penn.	J. C. Seegers
Tennessee, University of	Knoxville, Tenn.	John O. Moseley
Texas Technology Col.	Lubbock, Texas	James G. Allen
Texas, University of	Austin, Texas	V. I. Moore
Union College	Lincoln, Nebraska	G. W. Habenicht
Utah State Ag. College	Logan, Utah	Jack Croft
Virginia Polytechnic Inst.	Blacksburg, Va.	Julian A. Burrus, President
Washington & Lee Univ.	Lexington, Va.	Frank J. Gilliam
Washington State College	Pullman, Wash.	Otis McCreery
Washington University	St. Louis, Mo.	W. D. Shipton

Wayne University	Detroit, Mich.	J. P. Selden
Western Reserve Univ.	Cleveland, Ohio	
William and Mary, College of	Williamsburg, Va.	J. Wilbert Lambert
Wisconsin, University of	Madison, Wisconsin	S. H. Goodnight
Wittenberg College	Springfield, Ohio	B. H. Pershing
Wooster, College of	Wooster, Ohio	John Bruere
Wyoming, University of	Laramie, Wyoming	B. C. Daly
Brigham Young Univ.	Provo, Utah	Wesley P. Lloyd

Emeritus Deans

Stanley Coulter, Eli Lilly & Company, Indianapolis, Indiana
 George Culver, Leland Stanford University, Stanford, California
 C. R. Melcher, University of Kentucky, Lexington, Kentucky

APPENDIX J**Summary of Previous Meetings.**

Meeting	Year	Present	Place	President	Secretary
1	1919	6	Madison, Wis.	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Mich.	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Ga.	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colo.	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wis.	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Va.	D. H. Gardner	F. H. Turner

The next meeting will be held at Albuquerque, New Mexico,
 June 27, 28, 29, 1940.

APPENDIX K**Standing Committees 1939-40****Executive Committee—1938-39**

Dean D. H. Gardner, Chairman
 Dean G. W. Stephens

Dean F. H. Turner
Dean D. S. Lancaster (Member at Large)
Dean J. F. Findlay
Dean H. E. Lobdell
Dean J. A. Bursley
Dean S. H. Goodnight

Executive Committee—1939-40

Dean J. F. Findlay, Chairman
Dean J. L. Bostwick
Dean F. H. Turner
Dean D. H. Gardner
Dean J. A. Bursley
Dean J. H. Newman
Dean J. R. Schultz

Committee on Nominations and Place 1940, 1941, 1942

Dean Fred T. Mitchell, Chairman
Dean H. E. Lobdell
Dean G. W. Stephens
Dean E. L. Cloyd
Dean A. S. Postle